

**THE EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT AND
PSYCHOLOGICAL CAPITAL ON THE PSYCHOLOGICAL WELL-
BEING OF TEACHERS**

BY

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i. Declaration

I, Nokuthula Kathleen Yolandi Feni, hereby declare that the work contained in this dissertation is the true work of my own submitted in fulfilment of the requirements in respect of Master of Industrial and Organizational Psychology, in the Department of Industrial Psychology in the Faculty of Economic and Management Sciences, at the University of the Free State. I have acknowledged all the sources consulted.



12/12/2022

Nokuthula Feni

ii. Acknowledgements

Glory and praise to you O Lord, for blessing me with the drive, commitment, persistence, strength, and work ethic to successfully complete this study.

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iii. Abstract

Psychological well-being has become of critical importance in the teaching profession for years now. The nature of the working conditions under which teachers must practice their profession contributes to the stressful nature of the profession and the effects of the coronavirus pandemic also contributed. Therefore, the study focused on whether psychological capital and perceived organizational support could enhance psychological well-being of teachers. The primary objective was to determine whether there is an effect of psychological capital and perceived organizational support on the psychological well-being of teachers. The secondary objective was to determine if differences exist in psychological well-being between private and public-school teachers. The study followed a quantitative approach, and the study was based on 204 responses. The respondents were selected based on convenience sampling method and responded to three instruments combined in a self-report questionnaire.

Descriptive statistics and inferential statistics were used to analyse the data. Pearson product moment correlation was used to test the correlation between the independent variables and psychological well-being and Stepwise Multiple regression was used to test the predictive value of the variables. The stepwise multiple regression analysis indicated that self-efficacy and optimism contributed 31,9% of the variance in psychological well-being. Overall, the regression model was statistically significant ($F=45.250$; $P<0.001$). The Pearson correlation indicated that self-efficacy had a statistically significant correlation with psychological well-being ($R=.394$, $P<0.001$). Optimism also had a statistically significant correlation with psychological well-being ($R=.383$, $P<.001$). Confirmatory factor analysis was used to test the fit of the sample responses to the original conceptualization of the instruments using goodness-of-fit statistics. The outcomes were that the constructs could not be tested for direct and indirect paths, as the model demonstrated poor fit. The characteristics of the sample and the diversity of the sample did not allow the model to fit. The secondary objective was addressed using independent sample t-test and reported that no significant differences in psychological well-being were found between private and public-school teachers.

Conclusions from the study indicated that the combination of personal resources from psychological capital- self efficacy and optimism influences psychological well-being. The Department of Basic Education should look at ways to create and promote a

culture that is based on the principles and resources of positive psychology. Future research may focus on unpacking more personal resources that could predict psychological well-being.

Key words: *Psychological capital, perceived organizational support, Basic education sector, psychological well-being, teachers*

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CHAPTER ONE: GENERAL INTRODUCTION

1.1 Background and introduction

Psychological well-being is a major concern globally that has received scholarly attention after the 2008 great financial recession. Dawson and Golijani-Moghaddam (2020) noted that the effects of the pandemic were also remarkable on the psychological health and well-being of the population. In their 2022 report, the World Health Organization reported that all over the world, the needs for psychological and mental well-being are increasing and there are inadequate and insufficient responses to it (WHO,2022). A survey among 50 000 Chinese people reported that 35% of the respondents experienced psychological distress, which increased due to the effects of the pandemic (Karpenko, et al., 2020).

South Africa is not immune to these challenges. A survey that was done by the human sciences research council (2020), as cited by Pillay and Barnes (2020) concluded that 54% of South Africans experienced anxiety due to the fear of contracting the virus. Similarly, Green (2020) noted that South African employees had experienced increased levels of psychological distress during the time of pandemic. Ahmed and Malik (2019) added that due to the weight of work-related stress in teaching, psychological well-being has a crucial role to play. Mcdonald (2020) stated that South African schools still struggle with overcrowded classrooms, and this may influence their environmental mastery, thus threatening their psychological well-being. Sisak et al. (2013) noted that teachers' psychological well-being and their satisfaction with their environment highly influences their performance, and the academic achievement of their students. Work situations that are characterised by high demands lowers employees' psychological well-being (Grover , Teo , Pick , Roche , & Newton , 2018).

Similar to the nurses, nurses and other frontline workers, teachers were identified as essential workers or frontline workers during the time of the pandemic, which made them vulnerable when carrying out their tasks (Peacock, 2021). Irrespective of the fears, private school teachers had to return to school earlier than the public-school teachers in the 2021 academic year since they are dependent on the revenue generated through school fees to earn a living and remain employed (Govender, 2021). This is reflective of the differences that exist in public and private schools. For

this reason, Kumari and Jyoti (2020) investigated the differences in psychological well-being in different types of schools in an Indian study. This could be because Zahoor (2015) argued that teachers in private and public schools are most likely to differ with each other on well-being. Government schools are often characterised by a lack of resources, overcrowded classes, and a lack of facilities. In contrast, private schools often have involved stakeholders and better facilities (Kumari and Jyoti, 2020). Priya (2018) proposed that to improve teachers' psychological well-being, they should be provided with a safe and healthy working environment.

The job-demands and resources theory places emphasis on the idea that when employees are supported during challenging demands, they are more likely to experience positive psychological functioning (Roemer & Harris, 2018). Organizational resources such as perceived organisational support can help individuals deal with the challenges of life and work-related challenges (Newman, Nielsen, Smyth, & Hirst, 2017). Perceived organisational support refers to the perceptions of the employees about the extent to which the organisation shows appreciation and concern for their well-being (Roemer & Harris, 2018). Jugabi, Croteau and Audebrand (2020) noted that employees perceive support from their organizations as being treated fairly, supported by superiors, and rewarded for work done while considering working conditions.

Babic, Stinglhamber and Hansez (2015) explained that fairness in the workplace gives an indication that employers have a concern for the well-being of their workers. Supervisor support looks at the perception of employees of their relationship with their supervisors and the degree to which employees realize that their supervisors care about their interpersonal concerns and well-being (Charoensukmongkol & Phungsoonthorn, 2020). Organisational rewards and job conditions, Jugabi et al. (2020) noted that workers take note of working conditions as these are directly linked to the enhancement of their welfare. Newman et al. (2017) added that employees who have access to a greater organisational support are less likely to experience emotional depletion and more capable of gaining resources.

Additionally, the conservation of resources theory states that the personal resources that employees try to secure can assist them in attaining and maintaining psychological well-being, thus avoiding psychological distress (Kotze & Massyn,

2019). Personal resources can refer to individuals' psychological capital. Psychological capital refers to an individuals' positive appraisal of a situation and the probability for success based on perseverance and motivation and it is manifested through resilience, hope, optimism and self-efficacy (Roemer & Harris, 2018). Resilience allows individual to withstand any situation relentlessly and push through any stressors of the environment. It can be useful in traumatic events with its adaptive qualities and therefore becomes effective in adverse conditions (Sood & Sharma, 2020). In a study based on adolescents, Sharma and Nagle (2018) concluded that those individuals who identified themselves as resilient even when they were hopeless had a higher level of psychological well-being.

Another dimension of psychological capital is hope, which can be regarded as a protective factor for individuals during difficult situations (Satici et al., 2020). Additionally, Optimism, which allows individuals to focus on the positive aspects of life by being lenient to past experiences and seeking rewarding opportunities for the future (Newman et al., 2017). Roemer and Harris (2018) noted that self-efficacy enables individuals to feel energised and motivated to complete challenging tasks and protects employees from negative consequences of a stressful working environment. In a study done by Sharma and Nagle (2018), a positive correlation was found between psychological capital dimensions and psychological well-being. Due to its beneficial cognitive and behavioural process, psychological capital, as a personal resource can help employees to deal with challenges, thus contributing to their psychological well-being (Newman et al., 2017). A few studies have been done on the effects of perceived organisational support and psychological capital on the psychological well-being among various occupations and groups. However, relatively few studies have been done on the combined effect of Perceived organisational support and psychological capital on psychological well-being of teachers.

1.2 Problem Statement

The education sector has a history of constant changes to their curriculum, a lack of adequate resources and a lack of support from officials (Fourche, 2015). Teachers had to take the place as frontline workers and report back to school during the pandemic (Dabrowski, 2020). All these added to their stressful working environment. A stressful teaching environment makes teachers less effective in contributing to the well-being of students and supporting student outcomes (Snith & Yang, 2017). The

conservation of resource theory proposes that personal and job resources protect employees from resource depletion caused by psychological distress (Roemer & Harris, 2018). Therefore, in line with this theory, this study aims to see how personal resources such as psychological capital and job resources such as perceived organisational support can be combined to increase teachers' psychological well-being. When teachers have resilience, decide to be hopeful and optimistic, then they will be able to deal with the demands of their profession and its effects on their psychological well-being. In addition to that, Supervisor support, a fair working environment, organisational rewards and job conditions are the few efforts that can be made at organisational/departmental level to ensure that teachers' psychological well-being is taken care of.

1.3 Motivation for the study

Given the claims that perceived organizational support and psychological capital can serve as organizational and personal resources in enhancing psychological well-being among employees in various occupations, it is worthy to investigate the combined effect of perceived organizational support and psychological capital on the psychological well-being of teachers. Taking into considerations the severe impact of the pandemic on teachers, the support factors and working conditions, it can become clear why their psychological well-being could possibly be low.

With reference to the problem statement, the following research questions can be made:

1.4 Research question

Primary: Does Perceived organizational support and psychological capital influence the psychological well-being of teachers in the basic education sector?

Secondary: Do differences exist in the psychological well-being of teachers in the basic education sector with regards to Public and Private schools.

1.5 Research objectives

Primary: To determine by means of non-experimental research design whether Perceived organizational support and psychological capital influence the psychological well-being of teachers in the basic education sector.

Secondary: To determine by means of non-experimental research design if differences exist in the level of psychological well-being among teachers in the basic education sector regards to Public and private schools.

1.6 Hypothesis

Hypothesis 1

Null (Ho): there is no statistically significant effect between scores on perceived organizational support and psychological capital and psychological well-being among teachers in the basic education sector.

Alternate (H1): There is a statistically significant effects between scores on perceived organizational support and psychological capital and psychological well-being among teachers in the basic education sector.

Hypothesis2

Null (Ho): There is no statistically significant differences in scores achieved on the levels of psychological well-being with regards to different types of schools (Private and Public schools) among teachers in the basic education sector.

Alternate: (H1) There is a statistically significant difference in scores achieved on levels of psychological well-being with regards to different types of schools (private and public schools) among teachers in the basic education sector.

1.7 Outline of the study

Chapter one: This chapter is made up of the general introduction, problem statement and motivation of the study. The research questions, objectives and hypotheses are included as well.

Chapter Two: This chapter includes the dependent variable, psychological well-being. The introduction is outlined, and the conceptual definition is outlined in the nature and definition of the chapter. The dimensions and theories are also outlined. Psychological well-being among teachers is discussed and psychological well-being across private and public schools are compared. Recent trends in psychological well-being are also outlined.

Chapter Three: This chapter includes the independent variable: Psychological capital. The introduction, nature and conceptual definition and the dimensions are outlined. The theories are also discussed in this chapter. Psychological capital trends are discussed, and psychological capital is linked to psychological well-being.

Chapter Four: This chapter includes the independent variable: perceived organizational support. The introduction, nature and definition are outlined. The dimensions and theories are also discussed. Perceived organizational support is linked to psychological well-being and the combined effect of the two independent

variables on the dependent variable is outlined and the direct and combined relationships between the variables

Chapter Five: The research methodology is outlined in this chapter. The chapter outlines the processes that was undertaken in researching the problem statement.

Chapter Six: This chapter is a presentation of the results and the findings are interpreted and discussed in the chapter. These results are also defended with theoretical frameworks and available literature.

Chapter Seven: This chapter is focused on the conclusions regarding the literature review and the empirical study. The chapter also includes recommendations to the department and the contributions to the field of organizational psychology. The chapter also outlines and the limitations of the study and recommendations for future research.

1.8 Summary

This chapter provided a general introduction, problem statement and motivation for the study. It also outlined the research questions, objectives and hypothesis. It concluded with an outline of the study. The next chapter includes a literature review of the dependent variable.

CHAPTER TWO: PSYCHOLOGICAL WELL-BEING

2.1 Introduction

Developments in positive psychology gave rise to the increased attention in psychological well-being, specifically. This led to literature approaching the construct in two perspectives/approaches-the hedonic approach and the eudemonic approach (De-Juanas, Romero , & Goig , 2020). Historically, the hedonic approach focused on happiness, positive effect and life satisfaction, the subjective approach. The eudemonic approach emphasised the positive psychological functioning and human development, the psychological approach (Dodge , Daly , Huyton, & Sanders, 2012). This approach was related to psychological well-being. Bradburns (1969) classical research on psychological well-being was an early attempt to define psychological well-being. This definition moved from diagnosing psychiatric disorder to studying peoples' psychological reactions to their daily lives. He argued that people are most likely to have high psychological well-being when they have higher exposure to positive effects than negative effects. Later, Ryff (1989) criticized his approach for omitting the basic structure of psychological well-being (Leite et al., 2019) Subsequently, Ryff identified factors that could make up psychological well-being. Research has provided that psychological well-being affects general health. Therefore, psychological well-being has been studied as a concept of living a fulfilling and flourishing life.

This section started with an introduction to the dependent variable-psychological well-being. Subsequently, followed by the nature and definition in which a definition identified for the purpose of this study. The dimensions of psychological well-being and the theories of the variable are operationalised. One theory was identified for the purpose of this study. The psychological well-being of teachers is discussed as well as difference in psychological well-being across different types of schools. This section concludes with a summary.

2.2 Nature and definition of psychological well-being

Ryff believed that there has been a lack of an effective approach to defining essential features of psychological well-being. However, Dodge et al. (2012) stated that the 21st century expectation of psychological well-being is the most defining aspect that has

an influence on an individuals' life. The first one to define psychological well-being; Bradburn (1969), as cited by Dodge et al. (2012) defined psychological well-being as the representation of an individuals' psychological health that is determined by positive psychological functioning. Consequently, Ryff (1995) as cited by Puranto et al. (2019) defined psychological well-being as a "situation where one could have a positive attitude to himself as well as others, decide, make the environment be run in accordance with their needs, have a purpose in life so that life becomes more meaningful and sought to develop themselves. Henn, Hill and Jorgensen (2016) summarised Ryffs' initial conceptual definition and references a person who is healthy, functions optimally and succeeds irrespective of life's existential challenges as psychologically well.

As a result, for the purpose of this study and taking into consideration the context of this study, the definition by Henn et al (2016), which states that a person who is healthy, well, functions optimally irrespective of life's existential challenges as psychologically well, was used for the purpose of this study. The first definition by Bradburn (1969) and the definition by Ryff (1995) does not take context into consideration as much as the definition by Henn et al (2016) which place emphasis on optimal functioning, irrespective of life's existential challenges.

2.3 Dimensions of psychological well-being

The dimension of psychological well-being focuses on the various capabilities of the individual and can be regarded as the health assets that the individual can assume for physical and mental health as well as the development of their behaviour. These include

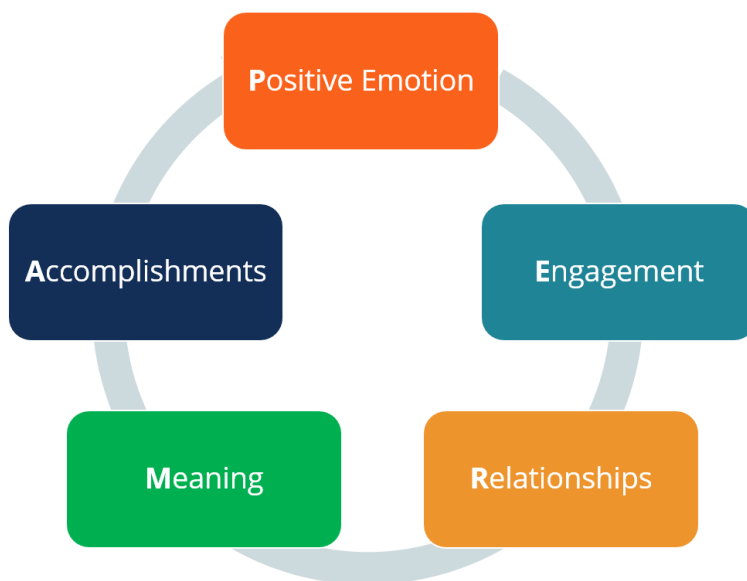
- **Self-acceptance:** This refers to having a realistic view oneself and being able to accept ones' strengths and weaknesses (Henn et al., 2016).
- **Positive relations with others:** This refer to being able to invest in interpersonal relationships and develop close relations with others and show empathy (Henn et al., 2016).
- **Environmental mastery:** Khashab, Khashab, Mohammadi, Zarabipour and Malekpour (2015) stated that environmental mastery is the ability to manage especially daily life issues.

- **Purpose in life:** Refers to being able to live intentionally with clear goals and a sense of purpose in life. When psychological needs such as purpose in life are fulfilled, well-being is experienced (Henn et al., 2016).
- **Personal growth:** refers to a feeling that one can achieve your full potential
- **Autonomy:** This refers to the ability to make independent decisions and measure oneself according to ones' own beliefs that are independent from others (Henn et al., 2016).

2.4 Theories of psychological well-being

2.4.1 PERMA model of well-being

This model was developed by Seligman and is made up of 5 aspects that are considered as important for individuals to pursue as indicators of well-being. These include positive emotions, engagement, relationships, meaning, and accomplishment. Seligman believed that each of these five dimensions work towards the greater and overall well-being. These are therefore essential in an active pursuit to overall well-being (Coffey , Lake , Mashek, & Branand, 2015).



(Figure 2.1: PERMA model of well-being)

2.4.2 Ryff's six-factor model of psychological well-being

This model was pioneered by Ryff (1989) as cited by Lijadi (2018) which placed emphasis on optimal psychological functioning. In this theory, she claims that hedonic well-being is a short-term well-being and in order to achieve sustainable well-being, there needs to be a shift from the eudaimonia perspective. This perspective places

emphasis on psychological functioning and includes various aspects of psychological functioning: Self-acceptance, positive relations with others, personal growth, purpose in life, autonomy and environmental mastery. This theory was criticised for placing too much emphasis on environmental mastery and this led to the introduction of an additional aspect, which was resilience Lijadi (2018).

2.4.3 The self-determination theory

The self-determination theory is based on the idea that well-being stems from optimal functioning. This refers to adequate satisfaction of all basic psychological needs which are autonomy, competence as well as clear goals. This theory was developed by Ryan and Deci (2000), as cited by Lijadi (2018) assumes that individuals have autonomy with an innate determination towards psychological growth and development. They also work towards being competent in their approach to dealing with continuous challenges and integrating their life experiences into a coherent sense of self. Individuals can get psychological well-being and happiness when they use the self-determination framework to satisfy their basic psychological needs (Vaquez, Hervas, Rahona, & Gomez, 2009). The self-determination theory was used for the purpose of this study. Fourche (2015) noted that this theory deals with the control of the individual over their work and based on this theory, individuals' ability to satisfy their psychological need for autonomy, competence and relatedness determines their development and actualization. The basic psychological needs that make up this theory are related to the dimensions that was used to measure psychological well-being in this study.

2.5 Psychological well-being among teachers

Teachers are the cornerstone of a society and are regarded as role models by their learners. Quality teaching can only be ensured when teachers are properly trained and functioning optimally (Fourche, 2015). Moreover, when teachers are satisfied and psychologically well, they are more likely to have students that perform well compared to students of teachers who are emotionally exhausted and dissatisfied (McInerney, Korpershoek, Wang , & Morin, 2018). However, the school environment in which they teach plays a huge role in their well-being. In addition to that, the teaching profession has a history of periods of crisis and content which led to stress and depression. Additionally, teachers also have a history of a working environment characterised by excessive workload, vast bureaucracy, overcrowded classrooms and professional

instability (Alves , Lopes, & Precioso, 2020).A demanding and stressful environment with a lack of job resources may lead to poor psychological well-being. Subsequently, a low psychological well-being can lead to mental illnesses and emotional fatigue (Maslakci , Surucu, & Sesen , 2021).

More recently, teachers' psychological well-being was adversely affected by the challenges presented by the effects of the pandemic (Santamaria , Mondragon , Santxo , & Etxebarria , 2021). The minister of basic education had reported that almost 1 493 teachers had died from the virus in 2020 (Xinhua, 2020). The Eastern Cape province had reported the highest number of deaths and the Western Cape the second highest (Gerber, 2021).The effects of the pandemic has added to the stress levels of teachers as they faced several challenges to such an extent that unions such as the South African Teachers Unions had expressed concerns over their mental well-being (Naik & Cloete , 2021). Similarly, Lindeque (2021) added that teachers also had anxiety of going back to school during the uncertainties of the second variant of the virus which took a mental toll on teachers.

When teachers are not able to function well psychologically, it may affect them, the school and the learners negatively. In contrast, when they are supported to function well, they will be in a better position to deal with the challenges they are facing. Well-functioning individuals regard their lives as worthwhile, they feel engaged, in control of their work, competent and have positive relationships with others (Fourche, 2015) Therefore, attempts to enhance the psychological well-being and positive functioning of teachers have an influence on individual and organisational outcomes. Investing in the well-being of teachers will lead to positive outcomes such as better retention, better satisfaction and better performing teachers (Alves et al., 2020). Moreover, Kumari and Jyoti (2020) suggested that to ensure that teachers function optimally, education administrators should initiate efforts to ensure healthier and better outcomes from students.

2.6 Psychological well-being of teachers in different types of schools

Patel (2013), as cited by Kumari and Jyoti (2020) reported that significant differences in psychological well-being of teachers exist in different types of schools. Kumari and Jyoti (2020) noted that various studies demonstrated that private school teachers are better psychologically than government teachers. This could be because private

school teachers are provided with better facilities, resources and overall working environment compared to public school teachers. Similarly, Zahoor (2015) stated that private school stakeholders invest more resources to promote the development of teachers and ensure that teachers do well. In contrast, government schoolteachers face several issues pertaining to their working environment and these affects their psychological well-being. Since psychological well-being deals with people's everyday experiences in their environment, all factors and experiences should be taken into consideration to maintain a good psychological well-being. Contrary to the previous study, Jadav (2018) stated that government schoolteachers have a better psychological well-being than private school teachers. There are contradictions and differences in literature on whether differences exist in the psychological well-being of teachers with regards to types of schools. As a result, this study aims to explore if differences exist between the psychological well-being of South African teachers in public schools and private schools.

2.7 Recent trends in psychological well-being

Recent research has proven that psychological well-being is related to variables such as stress, resilience, optimism, social support and prosocial behaviour (Leonardi & Harsono, 2022). Taking it a little back, Zahoor (2019) noted studies in the past on psychological well-being studies have aligned it with the perception of contentment, satisfaction, self-actualization and happiness. Kurt and Demirbolat (2019) added that studies on psychological well-being is centred around gaining an understanding of the underlying causes of employees' psychological well-being. In line with that, Ryff and Singer (1996), as cited by Leonardi and Harsono (2022) explained that psychological well-being is influenced by factors such as age, gender, culture and socio-economic status. More recently, Ermis, Ermis and Imamglu (2022) stated global pandemic and its aftereffects has been considered as one of the major factors influencing the state of psychological well-being. Consequently, most studies that was done on psychological well-being ventured into the effect of positive psychology constructs on psychological well-being.

2.8 Summary of the section

This section focused on the theoretical framework of the dependent variable. The conceptual definition that was used for the study has been identified as well as the theory. The self-determination theory was used for the purpose of this study. The

section also outlined the discussion on psychological well-being among teachers and psychological well-being across different types of schools. Recent trends on psychological well-being were also outlined. The next section is focused on the independent variable: psychological capital.

CHAPTER THREE: PSYCHOLOGICAL CAPITAL

3.1 Introduction

Psychological capital and positive organisational behaviour stems from Martin Seligman's positive psychology. The birth of positive psychology was when research psychologist, Martin Seligman challenged the field from what is wrong with people to what is right and good about them (Cavus & Gokcen, 2015). The concept of positive psychological capital is rooted in the post-modern positive psychology, and it is made up of the strengths and positive aspects of human behaviours. Seligman was the first to discuss these issues and they were further developed by Luthans and colleagues in the United States of America (Cavus & Gokcen, 2015).

Fred Luthans, a positive psychologist introduced "capital" in the form of a psychological way to demonstrate a positive approach towards human beings at work. In the beginning of the 21st century, psychological capital was explained with the positive psychology approach, and it has been applied in social and human services, leadership, and organisational sciences (Gupta , Shaheen, & Reddy , 2017). It has grown into becoming an important construct which stems from positive organisational behaviours. Due to its relevance to organisations and research, it has become one of the most influential areas of positive psychology. Additionally, positive organisational behaviour also plays a major role in the development of a conceptual and ideological foundation of positive constructs, which includes hope, resilience, self-efficacy, and optimism (Sahoo, Sia , Sahu, & Appu , 2015).

This section is focused on the theoretical framework of the independent variable- psychological capital. This section started with an introduction to the independent variable. It is further devoted to the nature and definition of psychological capital. This is followed by the dimensions and theories of the variable. A definition and theory were chosen for the purpose of the study. The section concludes with a summary.

3.2 Nature and definition of psychological capital

Luthans et al (2007) , as cited by Luthans and Youseff-Morgan (2017) defined psychological capital as an individual's positive psychological state of development that is characterised by being confident in taking on challenging tasks with effort to succeed, making a positive contribution towards succeeding now and in the future, having a perseverance to push towards goals and changing direction when necessary,

redirecting paths and when faced with adversity, to sustain and bounce back to achieve success. This operational definition distinguishes psychological capital from human capital, which refers to what you know and social capital, which refers to who you know. Inspired by this definition, Dawkins (2015), as cited by Grobler and Joubert (2016) defined psychological capital as the individuals' state of psychological development that is made up of resources such as optimism, self-efficacy, resilience, and hope. Gupta et al. (2017) noted that psychological capital can be defined as a complement of both personal and organisational resources that can be developed and directed.

For this study, the definition by the founders of this variable, Luthans et al (2007) was used. In this definition PsyCap is defined as an individual's positive psychological state of development that is characterised by being confident in taking on challenging tasks with effort to succeed, making a positive contribution towards succeeding now and in the future, having a perseverance to push towards goals and changing direction when necessary, redirecting paths and when faced with adversity, to sustain and bounce back to achieve success. This definition draws on the dimensions of psychological capital that was used for the purpose of the study and these dimensions are also measured in the 24-item psychological capital scale that was used to measure psychological well-being in this study.

3.3 Dimensions of psychological capital

Cavus and Gokscen (2015) noted that the four principal characteristics (dimensions) that makes up psychological capital are the essential factors necessary to form the psychological capital structure. These include

- **Hope:** Sahoo et al. (2015) highlights hope as the primary dimension of PsyCap and describes it as a state-like construct that is characterised by clear goals and the perceived capacities to create paths to attaining these goals. It helps individuals to become more realistic about their expectations of their desired goals through self-determination, perception, and energy
- **Self-efficacy:** Ozklap, as cited by Cavus and Gokscen (2015) noted that self-efficacy is the individuals' belief about their abilities to exhibit performances.
- **Resilience:** This refers to the individuals' ability to adapt positively to and bounce back from adversity. Resilient individuals have greater positive

emotionality and deal with negative experiences in an emotionally mature way Sahoo et al. (2015).

- **Optimism:** This dimension relates to an expectancy judgement and an optimistic individual is one that will always expect positive outcomes for the future. This is beneficial and leads to positive outcomes such as good health and extended life (Sameer , 2018).

3.4 Theories of Psychological Capital

3.4.1 The Broaden-and-Build Theory

The broad and build theory was established to describe the functions of a subset of positive emotions which includes joy, interest, contentment, and love. This theory assumes that positive emotions can broaden an individuals' awareness and enhance novel and exploratory thoughts and actions that accumulates skills and personal resources. These positive emotions can also promote human flourishing and well-being (Rahimi & Bigdeli, 2014). Therefore, the primary claim of this theory is called the broaden effect. This claim assumes that behavioural changes result from broadened cognitive changes which are generated by positive emotions. The build effect states that these patterns of actions and thought processes, build up long-term psychological and physical resources (Conway , Tugade , Catalino, & Frederickson, 2012).

3.4.2 Positive Psychology Theory

Lijadi (2018) noted that the foundation of positive psychology development is the positive psychological function of the individual. This theory encourages human flourishing and places great emphasis on prevention and promotion of health and not simply treating mental illnesses. This theory also forms the foundation of psychological capital.

3.4.3 Conservation of Resources Theory

The Conservation of Resources Theory claims that individuals or groups strives to secure, maintain, protect and foster things that they centrally value. This theory is described as a motivational theory that explains human behaviour based on their need to obtain and preserve resources for the purposes of surviving. These resources are acquired and used to respond to stressors or to build a set of sustaining resources for essential times (Hobfoll, Habesleben , Neveu , & Westman , 2018). There are several principles which makes up this theory. The first principle states that the psychological harm for individuals to lose resources is greater than the benefits of gaining resources.

The second principle states that people invest in resources in order to guard against the loss of resources, to recover from it and to accumulate resources. Thirdly, when the resource loss circumstances are high, the value of gaining resources increases. The fourth principle states that when peoples' resources are depleted, they enter a state of desperation and become irrational (Halbesleben , Neveu , Paustian-underdahl, & Westman, 2014). This theory was used for the purpose of this study as this theory highlights resources which can be used for the purpose of survival, these resources can be the dimensions which makes up psychological capital and serve as psychological resources. This theory also highlights the pertinence of job and personal resources.

3.5 Recent trends in Psychological Capital

According to Dirzyte (2013), the growth of psychological capital research is justified by the emergence of the first meta-analysis. Kainthola, Tiwari, Chandra and Chowdhary (2021) noted that most recent trends in psychological capital studies are focused on improving individual job outcomes or performance and less attention is given to organisations or the employers. Based on meta-analytics findings, psychological capital has been positively related to numerous employee attitudes and behaviours. These include job satisfaction, psychological well-being, engagement, job satisfaction and several positive employee performance outcomes. In contrast, negative relationships have been found between PsyCap and a few detrimental employee attitudes such as turnover intentions, workplace deviance and cynicism (Marykrantz, Langlianais , Houghton , & Neck , 2021). Abbas and Raja (2015) stated that most PsyCap studies were done in North America. However, a handful of studies has been done on the influence of PsyCap and its components on different job outcomes in other countries, hence it is worthy to test this influence on job outcomes in South Africa.

3.6 The relationship between Psychological Capital and Psychological Well-being

Sweetmans and Luthans (2010), as cited by Garcia, and Ayala (2017) proposed that PsyCap is a personal resource that enhances an individuals' capacity to deal with difficult situations/job demands and personal proactiveness, thus promoting psychological well-being which leads to effective performance. Adil and Kamal (2020) stated that the latest conceptualisation of the job demands, and resource theory

incorporates personal resources as contributing factors to employees' well-being. Therefore, psychological capital can be regarded as a personal resource in terms of the Job demands and resources theory. Consistent with that, Kurt and Demirbolat (2018) added that various studies on psychological capital linked it with psychological well-being and indicated that when individuals' psychological capital is high, then psychological well-being will be positively affected. In a study that was done based on military personnel, Hernandez-Varas, Encinas and Suarez (2019) found that PsyCap predicts psychological well-being in this population. Specific programs are developed to improve psychological well-being in the military population. These programs are aimed at equipping individuals with different tools to deal with stressful and traumatic events and create staff that are equipped to perform better.

Therefore, psychological capital can be used to create hopeful individuals that strive to improve the quality their lives, increase their psychological well-being and overall mental health. This will enable them to interact and create interpersonal relationships within and outside work, thus improve psychological well-being. Resilience allows individuals to overcome the stressful effects of events and the environmental factors that causes psychological problems, in that way ensures psychological well-being. It also increases positive emotions. Optimistic individuals experience fewer negative emotions and more adaptive behaviours. Hope serves as a supportive mechanism in terms of future goals, irrespective of the existing situation and self-efficacy allows individuals to be confident in dealing with difficult situations (Moghadam & Rashidi , 2020). In a study by Rani (2015), PsyCap had a stronger influence on psychological well-being than its dimensions. However, there was still positive, but low relationships between the dimensions of the two constructs.

3.7 Summary of the section

This section focused on the theoretical framework on the independent variable psychological capital. This section also identified the dimensions that make up the variable. The definition and theory that was used for the purpose of the study has been identified. The conservation of resources theory was identified and used for the purpose of this study. This section also discussed the recent trends in psychological capital and the relationship between PsyCap and psychological well-being. The next section is focused on the literature review of the second independent variable: perceived organisational support.

CHAPTER FOUR: PERCEIVED ORGANIZATIONAL SUPPORT

4.1 Introduction

Perceived organisational support was initially developed by Eisenberger (1986) based on the employees' view of how the organisation acknowledges their effort (Chhabra & Pattanayak, 2017). This concept was derived from the organisational support theory. One of the earliest studies on perceived organisational support focused on absenteeism which concluded that participants with greater POS were less likely to be absent (Hamid & Zainudin, 2015). Organisational theorists argued that perceived organisational support can only be strengthened when the employee within the environment experience a favourable work environment and believes that this favourable working environment is directly enhanced by their decision to work purposefully and voluntarily (Na-nan, Joungtrakul, & Dhienhirun, 2018). Additionally, this concept makes use of the social exchange theory to make sense of the relationship between employees and their organisation. This theory and the norm of reciprocity states that an employee will most likely show obligation towards their organisation and perform optimally once they are supported. Therefore, in line with reciprocity, organisational studies and research has established two phases in the development of this construct: firstly, the individual assesses the way the organisation treats them and secondly, they reciprocate the treatment that they receive (Hamid & Zainudin, 2015).

This section is dedicated to the conceptual framework of the independent variable-perceived organisational support. This section has started with an introduction to the section. This is followed by the nature and definition of the variable. A definition was identified for the purposes of this study. Then the dimensions will be discussed and the theories. The theory that was used for the purpose of the study is outlined. This section also indicates the relationships between the three variables and the section concludes with a summary.

4.2 Nature and definition

Eisenberger et al. (1986) as cited by Akgunduz and Sanli (2017) defined perceived organisational support as the general belief that the organisation cares for the welfare and contributions of its employees. This means that employees know whether an organisation affects them either positively or negatively. Moreover, they are influenced

by an organisations' appreciation of their value to the organisation. The organisation can show value and support through adequate supervisory support, fair treatment, taking care of employee well-being, rewarding their contributions, presenting opportunities for organisational rewards and supportive working conditions. Meyer et al. (1990) as cited by Gunay (2017) defined perceived organisational support as the whole behaviour and attitude that the individual develops towards their organisation depending on the care that the organisation provides to the individual. More recently, however in line with the initial definition Guilbert et al. (2018), as cited by Karim, Baset and Rahman (2019) defined perceived organisational support as the perception of the individual of the extent to which their organisation looks after their well-being.

Most definitions that followed the definition by Eisenberger were derived from the initial definition. As a result, this definition was chosen for this study, it also allows for an operationalisation of ways in which an organisation can provide support and care to its employees through the different dimensions. These dimensions were measured in the survey of perceived organisational support that was used for the purpose of this study.

4.3 Dimensions of perceived organisational support

Perceived organizational support is a three-dimensional concept which is made up of dimensions such as fairness, supervisory support and organisational rewards and conditions:

- **Supervisor support:** Supervisors are regarded as the agents of the organisation and have a close relationship with top management, therefore, employees regard supervisor support as organisational support. They also have a stronger influence on perceived organisational support than support from counterparts (Jabagi , Croteau , & Aduebrand , 2020).
- **Fairness in organisational procedures:** The concept of organisational fairness was derived from the theory of organisational justice which uses fair procedures to determine the allocation of resources. Employees regard these procedures as essential to their long-term interests and well-being (Jabagi et al., 2020).
- **Organisational rewards and working conditions:** Human resource practices that take employees' contributions into consideration, their working conditions,

characteristics of their job have been linked to perceived organisational support (Jabagi et al., 2020).

4.4 Theories of perceived organisational support

4.4.1 Organisational support theory (OST)

According to the OST, perceived organisational support is strongly reliant on the employees for their attributions with regards to the organisations' intent behind their receipt of favourable or unfavourable treatment (Kurtessis, 2015). This theory states that the perceived organisational support is motivated by employees' tendency to give the organisation human characteristics (Demir, 2015). Kurtessis (2015) noted that this theory is of the belief that perceived organisational support can have a positive impact on the employees' attitudes and their behaviour as it creates a form of obligation in individuals to return to the organisation. Therefore, it creates a social exchange process.

4.4.2 The social exchange theory

According to Anggraeni (2018), the social exchange theory is one of the conceptual paradigms that are applied in the study of workplace behaviour. Based on this theory, the employment relationship is viewed as an exchange of effort and loyalty by the employee for tangible benefits and resources from the organisation (Kurtessis, 2015). When an individual is supported and taken care of that individual will be devoted and feel a sense of belonging in the organisation (Chhabra & Pattanayak, 2017). Both the employee and the employer will therefore apply the norm of reciprocity to their relationship which results in positive outcomes for both the employee and the employer (Gunay , 2017).

The social exchange theory was used for the purposes of this study. Kurtessis (2015) stated that this theory is commonly used to explain perceived organisational support. Additionally, the social exchanges are important in the psychological processes that outline perceived organisational support. These social exchanges also outline the form of support that should be provided within the organisation, and these refer to the dimensions which are outlined in this study.

4.5 Relationship between perceived organisational support and psychological well-being

Hobfoll (20001), as cited by Boers (2014) noted 74 resources have validity in the Western context and a few of these resources can be related to organisational support. These include “feeling valuable to others”, “Support from co-workers”, “help with tasks”, “understanding from my employer”. These are reflective of a supportive working environment and plays a role in the employees’ perception of resources. Adil and Braig (2018) noted that based on the JD-R theory, these job resources can provide employees with the necessary motivation and help to ensure optimal functioning in the organisation. It can also ensure positive psychological functioning by alleviating job demands which may be high, thus ensuring employees’ psychological well-being. Putranto et al. (2019) added that support creates a feeling of security and satisfaction of employees’ emotional needs which leads to a positive effect. This implies that employees who regards their organisation as supportive are more likely to experience positive psychological well-being. In a study that was done on expatriate development professionals, DE Paul and Bikos (2015) proved that the perception of a positive organisation adds to improved outcomes of psychological well-being. For this reason, perceived organisational support is often equated to positive relations and support networks in the organisation. This is an aspect for employees to be psychologically well in the workplace (Interpersonal relations). Individuals with supportive workplace networks and positive relations will also show concern to others well-being and understand the necessity of interpersonal relations in the organisation to survive (Boers,2014).

Prasad and Vaidya (2020) in their study found that social support and organisational support are positively related with psychological well-being in academicians of higher education colleges. The social exchange theory and organisational support theory indicates that people take note of the support that they receive from their organisation and are most likely to take an active interest in the same way they are held by their employer. This creates a healthy, respectful and caring workplace culture and increases feelings of recognition, thus enhancing psychological well-being. Moreover, a supportive organisation increases employees’ confidence to make independent decisions, when necessary (autonomy). A supportive environment also allows employees to choose acceptable and appropriate environments that align with their

personal needs and use the opportunities provided in that environment while dealing with the challenges presented by that environment (environmental mastery) (Boers, 2014).

4.6 The effect of Perceived organisational support and psychological capital on psychological well-being.

Wang, Guchait and Pasamehmetoglu (2020) stated that employees' psychological well-being benefits greatly from both individual and organisational initiatives/perspectives. Organisational support is one of the resource aspects that employees strive towards. Perceived organisational support provides a collection of initiatives/resources that organisations can take to provide employees with the support they need for long term favourable outcomes. The rise of positive psychology makes it more important for organisations to understand the pertinence of organisational factors on employees' psychological well-being for better productivity and performance (Wang et al., 2020). On the side of the individual, prior studies on psychological capital indicates that it empowers people to have positive attitudes towards their environments. Moreover, it lessens the intensity of environmental demands on employees' psychological well-being. Work situations that are characterised by high demands lowers employees' psychological well-being. Therefore, personal resources have the power to moderate the impact of stress-inducing working conditions on employees' well-being. Moreover, employees with high psychological capital also have better mastery which assists them in dealing effectively with working conditions and utilising resources within their environment. This makes psychological capital an individual initiative to improving psychological well-being (Grover et al., 2018).

Constantini et al. (2016) stated that the conservation of resources theory can be used to explain the effect of resources on positive work-related outcomes such as psychological well-being. Employees may collect personal resources, condition(work) resources and energy resources. Perceived organisational support can serve as organisational resources and psychological capital can serve as a personal resource. The two can be used to alleviate job demands created by the working environment and allow employees to appraise situations in a positive manner. The combined effect leads to positive psychological functioning, thus psychological well-being (Roemer and Harris, 2018).

Therefore, Wang et al. (2020) suggested that organisational factors such as perceived organisational support and psychological/personal resources such as psychological capital can be explored or linked as antecedents of employees' psychological well-being. As a result, this study aimed to assess the combined effect of these two on psychological well-being of teachers.

4.7 Direct and combined relationships between the variables

Roemer and Harris (2018) noted that perceived organisational support can be regarded as a job resource and psychological capital as a personal resource. The job demands and resource theory acknowledges the pertinence of personal resources. Similarly, Schaufeli and Taris (2014), as cited by Adil and Kamal (2020) added that personal resources have been integrated in the job demands and resources model in various ways. Maziri, Chuchu and Modinga (2020) noted in their study that perceptions of organisational support evoke positive emotions in employees and can strongly be related to their psychological well-being. Therefore, the relationship between perceived organizational support and psychological well-being could be tested.

Singh and Mans (2009) as cited by Sahoo et al. (2015) found that optimism and self-efficacy, as dimensions of psychological capital contributed to psychological well-being in an Indian sample. The conservation of resources theory also stipulates that an individual collects resources that they can use to deal with the challenges and threats. They may use their personal resources such as psychological capital and condition or job resources such as organisational support to influence their well-being (Putranto et al., 2019). The COR- theory can therefore be used to explain the combined effect of perceived organisational support and psychological capital on psychological well-being.

Currently, there is a lack of adequate theory and research to demonstrate if perceived organisational support could possibly influence psychological well-being through psychological capital or if each of the constructs influence psychological well-being independently or combined. However, the above discussion indicates that conceptually, each independent variable could influence psychological well-being. Previous research also does not provide sufficient evidence of the combined effect of perceived organisational support and psychological capital on psychological well-

being. As a result, the study aimed to see if perceived organisational support and psychological capital combined influences psychological well-being among teachers.

4.8 Summary of the section

This section focused on the literature review of the independent variable perceived organisational support. It comprised of an introduction to the section, followed by a conceptualisation-nature and definition, then the dimensions were outlined, and the theories were discussed. The social exchange theory was selected for the purpose of the study. The section also outlined the relationship between perceived organisational support and psychological well-being. The section concluded with the direct relationships and the combined effect of perceived organisational support and psychological capital on psychological well-being. The next chapter is focused on the research methodology.

CHAPTER FIVE: RESEARCH METHODOLOGY

5.1 Introduction

This chapter is devoted to the research methodology followed to conduct the study. It includes the sample selection and the data gathering method undertaken for the data collection process. The scales that were used are also discussed in this chapter and justified by use of evidence of reliability and validity. The statistical methods that were used to test the hypotheses are outlined and justified within this section. The last section of this chapter is a summary of the chapter.

5.2 Research design

The study made use of quantitative approach due to its scientific and objective nature. It followed a scientific data collection process and made use of statistical methods for the analysis. The nature of this study was to test relationships and make predictions, thus making it a correlational study. Correlational studies are quantitative in nature.

5.3 Sampling method and sampling size

This study made use of convenience sampling to access the sample. This is a form of non-probability sampling in which the members of the sample are chosen based on their availability, easy accessibility, geographical proximity and eagerness to join the or play a role in the study (Etikan , Musa, & Alkassim, 2016). When compared to probability sampling, non-probability sampling in a quantitative study allows for a much convenient and easier procedure when selecting test persons compared to probability sampling. The rationale behind the use of convenience sampling method is due to its cost effectiveness and the fact that it is easy compared to other techniques. Taherdoost (2016) stated that this technique is commonly used by students to overcome many limitations associated with research. This method has a limitation being risky and providing a possible inaccurate sample. This risk was mitigated by choosing schools specifically in the Free State province. The population of private and public-school teachers may be large, and the number of private schools and public schools are quite a lot in the Free State. Therefore, the researcher found it ideal to use a sample that was conveniently available, this made it cost effective and efficient.

5.3.1 Selection of test persons

Rosce (1975), as cited by Mohamed and Daud (2018) proposed a rule of thumb for sample sizes which indicates that the sample size that are larger than 30 and less than 500 are acceptable in research. A total of 204 teachers completed the questionnaires which were sent to their email. A total of 95 private school teachers and 109 public school teachers. The characteristics of the sample who completed the questionnaires are provided in terms of the following demographic variables: age and the different types of schools. Different types of schools were used to assist with the testing of the secondary objective, as a result, participants were asked to select if they are private and public-school teachers. This would have been it easy to see if differences in psychological well-being exists between private and public-school teachers.

5.4 Data gathering

The study made use of the survey/questionnaire method of gathering data. The researcher went through a process of first consulting the Free State Basic Education department to obtain permission to access the different schools in the Free State. When the permission was granted, the researcher visited different schools physically to gain consent and inform the schools about the study. The researcher obtained consent from the school headmasters to present the study to the teachers in the schools. Consequently, teachers in private and public schools were sent the questionnaires to their emails once all information regarding the study were given to them.

5.4.1 Ethical considerations

5.4.1.1 Ethical clearance

The researcher used the ethical clearance obtained from the Faculty of Economic and Management Sciences (Approval number: UFS-HSD2021/1696/22). The ethical clearance from the University was used to obtain permission from the Department of basic education to access the different schools. Once access was granted, the researcher informed the participants about the study and what was required from them for the purpose of this study.

5.4.1.2. Ethical principles to be considered

The research was conducted in a manner that takes the following fundamental ethical principles into consideration:

5.4.1.2.1 Informed consent

Nijhawan, Janodia, Muddrishkna, Bhat, Bairy, Udupa and Musmade (2013) defined informed consent as an ethical and legal requirement in research pertaining to human participants. The researcher has provided enough information to the potential participants regarding this study so that he or she can voluntarily decide whether he or she would participate in the research study:

5.4.1.2.2 Confidentiality

The principle of confidentiality can be upheld by protecting the dignity, rights and privacy of the research participants (Kaiser, 2009). The researcher has taken the necessary steps to protect the confidentiality of the research participants' personal information. The names and other personal information of the participants were not disclosed.

5.4.1.2.3 Respect and protection of the rights of participants and communities

The principle of respect for persons requires that the researcher considers the choices of autonomous people who can responsibly make their own decisions and protect those who lack autonomy (Vanclay, Braines and Taylor, 2013). The researcher of this study respected the rights of the teachers who participated in this study by obtaining agreement from the research participant and protecting the confidentiality of the research participants. The researcher also respected the community values, protected and empowered the values of the department of basic education and the different schools.

5.4.1.2.4 Beneficence

This principle obliges researchers not to inflict unnecessary harm to the research participants. Instead, the researcher should promote the good of the research participants (Vanclay et al., 2013). As a result, this researcher has ensured that the good of the research participants was always promoted throughout the research process.

5.4.1.2.5 Justice

This ethical principle states that the researcher should ensure reasonable, non-exploitative and carefully considered procedures during the research that has fair distribution of costs and benefits (Vanclay, 2013). The researcher has ensured that the means used to select the research participant were equitable and that there was

no exploitation of children, incapable people, people with disabilities or any one from the vulnerable.

The following scales were used to measure the variables in this study:

5.4.2 Ryffs'18-item psychological well-being scale

5.4.2.1 Nature and composition

The original psychological well-being scale was developed by Carol Ryff to measure the core dimensions of psychological well-being. The scale is a 7-point Likert scale ranging from 1 to 7, 1- strongly agree and 7- strongly disagree. (Henn , Hill, & Jorgensen , 2016). This scale is a shortened version of the original 84-item scale that is used to measure the 6 subscales of psychological well-being. Roemer and Harris (2018) stated that the 18-item scale has been common in research and consists of 3 items per subscale.

Table 5.1 Example of items in psychological well-being scale

Item nr	Item
1.	In general, I feel I am in charge of the situation I live in
2.	The demands of everyday life often get me down

5.4.2.2 Reliability and validity

The 18-item scale is proven to be reliable. In a study that was done by Li (2014), the reliability-Cronbach alpha coefficient was 0.95. The reliability for the subscales were between 0.60 and 0.75. In a South African study done by Davidson (2006), as cited by Hen et al. (2016), the scale showed reliability coefficients for the six scales between 0.83 and 0.91. In a study that was done by Lee, Sun and Chiang (2019), the 18-item scale demonstrated good construct and criterion-related validity.

5.4.2.3 Rationale for inclusion

The scale has been proven to be reliable and valid. In addition to that, this scale measures the dimensions that makes up the dependent variable in this study: psychological well-being. These dimensions include self-acceptance, environmental mastery, personal growth, relationships with others, purpose in life and autonomy.

These dimensions also align with the competencies identified in the self-determination theory that was used for the purpose of this study.

5.4.3 Psychological capital questionnaire (PCQ-24)

5.4.3.1 Nature and composition

The scale was developed by Luthans et al. (2007) to measure the different dimensions that make up psychological capital. This scale is made up of 24 items with four subscales-hope, resilience, self-efficacy, and optimism consisting of 6 items each. This scale is a 6-point Likert scale ranging from “strongly disagree to strongly agree (Roemoer & Harris, 2018).

Table 5.2 Example of items in PCQ-24

Item nr	Item
1.	I am now achieving the professional goals I have set for myself
2.	I am optimistic about what will happen to me in the future

5.4.3.2 Reliability and validity

Cid et al (2020) states that the final version of this scale, which was developed by Luthans et al. (2007) shows Cronbach alpha between 0.66 and 0.89. In a South African sample done by Roemoer and Harris (2018), the scale was proven to be a reliable measure for South African samples as it showed Cronbach alphas of 0.83 for self-efficacy dimension, 0.81 for hope, 0.69 for resilience, 0.67 for optimism and 0.85 for the total psychological capital. Rulino (2015), as cited by Cid et al. (2020) stated that the PCQ-24 has evidence of validity. In a South African study that was done by Gorgens-Eckermans and Herbert (2013) on a South African sample in the Western Cape, the PCQ-24 demonstrated evidence of construct and discriminant validity.

5.4.3.3 Rationale for inclusion

In addition to its claims of validity and reliability in previous studies, this scale was used in this study to measure the four dimensions of the independent variable:

Psychological capital, that was conceptualised in this study. These dimensions also align with the definition that was used for the purpose of this study. These dimensions are also viewed as personal resources in the conservation of resources theory that was used for the purpose of this study.

5.4.4 Survey of perceived organisational support (8-item)

5.4.3.1 Nature and composition

The survey of perceived organisational support was developed by Eisenberger et al. (1986) and it is shortened and made up of 8-items. The scale is a 7-point Likert scale ranging from 1- strongly disagree to 7- strongly agree. The original 36-item scale measures perceived organisational support (Wojtkowska, Andersz, Bojarska, 2015).

Table 5.3 Examples of the items in POS

Item nr	Item
1.	The organisation really cares about my well-being
2.	The organisation is willing to extend itself in order to help me perform my job to the best of my ability

5.4.4.2 Reliability and validity

The scale has an internal consistency of 0.952 in the study by Wotkjowska et al. (2015) and the Cronbach alpha was 0.88 in a study by Hinschberger (2009). In a study by Dolma and Torun (2017), the whole scale was tested for reliability and construct validity and the results indicated that the validity was better than reliability.

5.4.4.3 Rationale for inclusion

A shortened version of the Survey of perceived organisational support questionnaire was used for the purpose of this South African study. The scale was used to measure the independent variable: perceived organisational support in this study. The reliability and validity of the scale has been established in various other studies in other countries.

5.5 Statistical analysis

The data was analysed using both descriptive statistics and inferential statistics. The software that was used to conduct statistical analysis was the Statistical Package for the Social Sciences (SPSS).

5.5.1 Descriptive statistics

Descriptive statistics are referred to the properties of a data set which is derived from the sample, and it is used before inferences are made. It consists of a sample mean which is the average of the data set (Sutanapong & Louangrath , 2015). The descriptive statistics was used to give a concise summary of the characteristics of the data.

5.5.2 Confirmatory factor analysis

Confirmatory factor analysis was carried out to determine the fit of the sample responses to the original conceptualization and to test the fit of the structural equation's model using different goodness of fit indices. Flora and Flak (2017) stated that CFA is normally used when there is a strong conceptual foundation to guide the evaluation of the model and to test a specific hypothesis.

5.5.3 Inferential statistics

Sutanapong and Louangrath (2015) defined inferential statistics as using the samples' descriptive statistics to make estimations of the population. The different statistical analysis was used for the purpose of this study include Pearson product moment correlation for preliminary testing of relationships, Stepwise multiple regression analysis for the primary research objective and independent t-test for the secondary objective.

5.5.3.1 Correlations

Pearson product moment correlation was used for preliminary testing to see if there is a relationship between psychological capital and psychological well-being, also perceived organisational support and psychological well-being. Therefore, correlation analysis was used to assess the strength and direction of these relationships. The Pearson product moment correlation is a statistical measurement used to measure the strength and the relationship between variables (Isaac & Chickweru , 2018). This made it an ideal measure to use for this purpose.

5.5.3.2 Stepwise multiple regression analysis

Stepwise multiple regression analysis forms part of the family of multiple regression and it is used mainly for prediction. The stepwise procedures can be applied to determine the best variables that can predict a dependent variable (Plonsky & Ghanbar, 2019). Therefore, it was used to assess the relationships between several predictor variables and a dependent variable. The primary objective of the study was to determine the effects of perceived organisational support and psychological capital on the psychological well-being of teachers. In this study multiple independent variables were tested for their effects on one dependent variable.

5.5.3.3 Independent T-test

The secondary objective of this study aimed to test and see if there are any difference in psychological well-being of teachers in different types of school: Private schools and public schools. T-test is a statistical analysis used to test mean differences between two groups, in other words, it is used to see if one group differs from the other (Bevans , 2020). The rationale behind the use of it in this study is because the secondary objective aimed to see if there are differences in the psychological well-being of teachers in private and public schools.

5.6 Summary of the section

This section focused on the research methodology that was followed for this study. A quantitative approach was applied and sample size of 204 teachers completed the questionnaire. The section highlighted convenience sampling that was used. This section also outlined the three scales that was used to measure the three variables. The section highlighted that Pearson product moment correlation that was used to test the relationships and stepwise multiple regression for the main objective and T-test was used for the secondary. The next session provides an interpretation and discussion of the results.

CHAPTER SIX: RESULTS AND INTERPRETATION

6.1 Introduction

The preceding chapter described the methodology that was followed to execute the research process. This chapter focuses on reporting, presentation of the research results and discusses the significance of the findings. The chapter started with an introduction, which is followed by reporting the results of the descriptive statistics outlining the demographic characteristics of the sample that participated in the study. These results are summarized as frequency distributions in a table. The following sections then presents the results on the inferential statistics starting with the correlations, then stepwise regression analysis and lastly the t-test for the secondary objective.

6.2 Descriptive Statistics

The researcher in the study utilized computer software's: SPSS Software program to indicate descriptive and inferential statistics. The descriptive statistics was used to determine frequencies and percentages. The descriptive statistics present the frequency distribution of the biographical information of the participants, reliability estimates for each of the instruments that were used to measure each variable.

Table 6.1 Demographic characteristics of the sample

Demographic Variables	Labels	Frequency	Percent
Types of Schools	Public school	109	51%
	Private school	95	46.4%
Age	Young (20-35)	82	40.0%
	Middle aged (36-45)	65	31.7%
	Old (45-60)	57	27,9%

Table 6.1 above represents a summary of the demographic characteristics of the sample. The sample consisted out of 204 teachers in different types of schools: Public

School teachers made up majority of the sample and represented 51% of the sample, as 109 of the teachers who participated were from Public Schools. Private School Teachers made up 46.4% of the sample, as 95 teachers were from private schools. The respondents' age range extended from 20 to 35 years of age, which was category one, to 60 years of age which was category 3, of which most of the respondents falling into the category of 20-35 years of age (40%), followed by middle aged, category two, between 36-45 years of age (31,7%). This implies that most teachers in the basic education sector falls between ages 20 to 35 years. In other words, the Basic Education Sector may be dominated by the younger generation. Unfortunately, one of the demographic variables (types of Schools) do not add up to the total of respondents of 205, due to some respondents not completing the questions.

6.3 Psychometric Properties

The reliability estimates for each of the instruments that were used in the study are presented below.

6.3.1 Reliability estimates for the Psychological Well-being scale

Table 6.2 presents the reliability estimates of Psychological well-being.

Table 6.2 Reliability estimates for the Psychological Well-being Scale

Construct	Number of items	Cronbach's Alpha
Psychological well-being	18	0.726

Table 6.2 shows the Cronbach's Alpha of the psychological well-being scale. The Cronbach Alpha value for the Psychological well-being scale was 0.726 with 18 items. This demonstrates a great internal consistency. The general rule of thumb for the reliability, for the purposes of this study was 0.6 and above. As a result, this Cronbach Alpha is an acceptable and satisfactory. As indicated in table 6.2, this study presented a similar internal consistency to that of Gao and McLellan (2018) where Cronbach alphas ranged from 0.60 to 0.75 on a Chinese sample. Contrary to the results of the current study, a South African study that was cited by Hen et al. (2016), demonstrated higher reliability coefficients ranging between 0.83 and 0.91.

6.3.2 Reliability estimates for the Perceived organizational support scale

Table 6.3 presents the reliability estimates of perceived organizational support

Table 6.3 Reliability estimates for the perceived organizational support scale

Construct	Number of items	Cronbach's Alpha
Perceived organizational support	8	0.684

Table 6.3 displays the Cronbach's Alpha for the perceived organizational support scale. The instrument presented a Cronbach Alpha of 0.684, thus indicating an acceptable internal consistency and good reliability. For this reason, the perceived organizational support scale was reliable. Recently, Harunavamwe and Ward (2022) observed an acceptable, but higher internal consistency (0.90) for perceived organizational support.

6.3.3. Reliability estimates for Psychological capital

Table 6.4 presents the reliability estimates of the psychological capital scale

Table 6.4 Reliability estimates for Psychological capital

Construct	Number of items	Cronbach's Alpha
Psychological Capital	24	0.950

Table 6.4 displays the Cronbach's Alpha of the Psychological capital scale. As indicated on the table, a Cronbach alpha of 0.950. Therefore, scale showed an excellent and high reliability than most South African studies. In a study that was conducted by du Plessis and Boshoff (2018) on a South African sample of health care workers, the scale showed a reliability estimate of 0.891. Overall, in previous studies, the psychological questionnaire reported an alpha reliability of between 0.80 to 0.90 (Chamisa, Mjoli & Mhlanga, 2020).

6.3.4 Confirmatory factor analysis: quality criteria of the measurement model

Confirmatory factor analysis was carried out to determine the fit of the sample responses to the original conceptualization of the constructs. The fit indices were evaluated for goodness of fit as per the suggestions of Hair, Black, Babin and Anderson (2010) and Hu and Bentler (1999). In all the analysis, the Robust maximum

likelihood was used as the estimation technique because the data does not follow multivariate normality.

Table 6.5 Goodness-of-fit statistics

	Psychological well-being	Psychological capital
S-B χ^2	657 (p<.001)	4274(p<.001)
Df	78	231
RMSEA	0.094 (0.071; 0.116)	0.143 (0.132; 0.154)
CFI	0.814	0.772
SRMR	0.088	0.068

6.3.4.1 Fit-indices of Psychological well-being instrument

The current study presented a root mean square error of approximation (RMSEA) value was 0.094 for psychological well-being measurement instrument as indicated in Table 6.5. Hair et al. (2010) stated that values below 0.10 demonstrates acceptable fit. The psychological well-being scale demonstrated a lower RMSEA (.04) in the study that was conducted by van Herwaarden, Peters-Scheffer and Didden (2022), which in that case indicates a better model fit, as a lower index is normally considered a better fitting model. However, Shi, Distefano, Maydeu-Olivares, and Lee (2022) stated that RMSEA value should not be viewed in isolation, instead, its performance should be interpreted with and depends on other characteristics of the population model. In this study, the RMSEA was influenced by the small *df*, which was 78. RMSEA may not be a good indicator when the *df* is low.

The current study reported a Comparative fit index of 0.814, which is slightly lower than the acceptable index, as stated by Hu and Bentler (1999), as cited by Gao and McLellan (2018) which should be above 0.95. The standardized root means square residual (SRMR) was indicated to be 0.088. This index represented a good model fit, which was like the study done by van Herwaarden et al. (2022), which indicated that an SRMR smaller than 0.1 indicates a good model fit. The measurement instrument leaves some room for improvement considering that the CFI was slightly lower than

the 0.95 to deem acceptable fit. The RMSEA also leaves some room for improvement, when compared with other studies.

6.3.4.2 Fit indices of Psychological capital instrument

The table above, 6.5 reflects the goodness-of-fit results for psychological capital. The current study reported a higher value of 0.143 for the root mean square error of approximation (RMSEA), which as indicated by Hair, Risher, Sarstedt and Ringle (2019) may reflect poor fit, because it is more than 0.10. Hu and Bentler (1999), as cited by Gao and McLellan (2018) stated that a standardized root means square residual (SRMR) value smaller than 0,08 reflects an acceptable model fit. The current study presented an SRMR of 0.068, thus indicative of an acceptable model fit. This study reported a Comparative fit index (CFI=0.772), which reflected a relatively lower value than the acceptable fit index. In the study conducted by du Plessis and Boshoff (2018) the RMSEA presented acceptable fit (0.042), below 0.10 and the CFI also presented a close model fit (<0.95 good model fit). Considering fit indices in the current study, the model fit leaves room for improvement considering that the CFI values did not show acceptable model fit and the RMSEA reflected a poor model fit.

Therefore, after conducting the confirmatory factor analysis, it was clear that both measurement instruments had fit indices that reflects poor model fit. Savalei (2012) stated that most practitioners rely on fit indices to evaluate model fit. The CFI in both measurements demonstrated room for improvement. Moreover, these practitioners lean towards the RMSEA, as the most widely used index to determine model fit. The current study presented problematic RMSEA, considering that the Psychological capital RMSEA reflected poor model fit. Similarly, the RMSEA index for psychological well-being is also poor. Savalei (2012) also explained that RMSEA is extremely popular in structural equation modelling and its performance differs per scenarios. The current study acknowledged that RMSEA is not a good indicator when the degrees of freedom is very low.

Therefore, in this study, the poor model fit made it impossible to proceed and ensure that the hypothesized model for testing indirect relationships converges. To support this, Ximenez Maydeu-Oliveras, Shi and Revuelta (2022) claimed that when an unbiased estimator of fit is used, such as RMSEA and SRMR, the performance of fit indices matches that of the population parameter, amongst other things. Moreover,

when a biased estimator of fit such as CFI is used, the behavior of the sample indices is dependent on the sample size, which may render it impossible to meet cut offs and present an excellent model fit (Ximenez et al., 2022). Similarly, Hoofs, van de Schoot, Jansen and Kant (2018) stated that fit indices can be used to provide a credibility check of the models, while considering discrepancy between the model and the population. Evidently, in the current study, the diversity of the population/sample could be a reason for the poor model fit. Teachers from different schools completed the questionnaire at different times. In addition to that, Shi et al. (2022) found in their study that in studies with small sample sizes, on average, the sample estimates for the three fit indices tend to suggest worse fit.

6.4 Inferential Statistics

For the purposes of inferential statistics, the primary objective or research question one was assessed by means of Pearson-product moment correlation analysis and stepwise regression analysis. The secondary objective, or research question two was assessed by using independent t-test. Therefore, this study made use of three sets of inferential statistics to address the primary and secondary research objectives. The discussion below focuses on the results related to research questions one:

6.4.1 Results related to Primary research objective or research question one

Primary objective: To determine perceived organizational support and psychological capital has an influence on psychological well-being among teachers in the basic education sector

In Chapter one the Primary research question was stated as follows: Does Perceived organizational support and psychological capital have an influence on psychological well-being among teachers in the basic education sector? To address this question, the correlations were used for the initial examination to see if a relationship exists between the concerned variables. Subsequently, stepwise regression was used to evaluate the effect of the independent variables on the dependent variable. The indicators or dimensions of each of the independent variable were correlated with Psychological well-being and the results are presented below:

Table 6.6: Correlations between Psychological capital and Psychological well-being:

		Psychological well-being
Psychological capital	Pearson correlation	0.361**
	Sig. (2-tailed)	.001
	N	196

Correlation is significant at the 0.01 level (2-tailed)

Table 6.6. above displays the correlation of psychological capital and psychological well-being. It is evident, in table 6.6. that a relationship exists between the variable psychological capital and psychological well-being. From the above correlations, the results indicate that there is a statistically significant positive relationship between psychological capital and psychological well-being ($R=0.361$, $P=0.001$). To determine, high, moderate, or low relationships between two factors, the rule of thumb presented by Guilford (1973), as cited by Sabti, Rashidi and Hummadi (2019) was utilized to interpret the strength of the relationships in this study. Therefore, psychological capital had a statistically significant low, but positive correlation with psychological well-being.

Table 6.7: Correlations between dimensions of Psychological capital and psychological well-being:

		Psychological well-being
Self-efficacy	Pearson correlation	.394**
	Sig. (2-tailed)	<.001
	N	204
Hope	Pearson correlation	.373**
	Sig. (2-tailed)	<.001
	N	201
Resilience	Pearson correlation	.282**
	Sig. (2-tailed)	<.001
	N	202
Optimism	Pearson correlation	.382**
	Sig. (2-tailed)	<.001
	N	201

**. Correlation is significant at the 0.01 level (2-tailed)

Table 6.7 above displays the correlations between the dimensions of psychological capital and the dependent variable, psychological well-being. The results show that self-efficacy had the strongest correlation with psychological well-being ($R=.394$, $P<0.001$) and based on the calculation, the effect size for this correlation was 0.62. The rule of thumb by Cohen D states that 0,50 and above indicates a medium effect (Lakens, 2013). Thus, self-efficacy had a medium effect on psychological well-being. Therefore, self-efficacy had a statistically positive correlation with psychological well-being. This dimension, self-efficacy ($R=.394$, $P<0.001$, $d=0.62$) of psychological capital correlates more with psychological well-being than the variable psychological capital ($R=0.361$, $P<0.001$, $d=0.60$). The dimension hope also demonstrated a statistically significant low, but small correlation with psychological well-being ($R=.373$, $P<.001$, $d=0,61$). The dimension, resilience had the lowest, but statistically significant correlation with psychological well-being ($R=.282$, $P<.001$, $d=0.53$) and based on Cohen's rule of thumb, it also had a medium effect on psychological well-being. Optimism had the second highest correlation with psychological well-being. Optimism had a positive statistically significant correlation with psychological well-being and a medium effect on psychological well-being ($R=.383$, $P<.001$, $d=0.62$).

Table 6.8: Correlations between perceived organizational support and psychological well-being

		Psychological well-being
Perceived organizational support	Pearson correlation	.204**
	Sig. (2-tailed)	.003
	N	204

**. Correlation is significant at the 0.01 level (2-tailed)

The table above represents the results on the correlation between perceived organizational support and psychological well-being. Table 6.8 indicates that there is a weak, statistically significant correlation between perceived organizational support and psychological well-being ($R=.204$, $P<.003$).

From the results presented in table 6.7 and table 6.8, based on correlations, it can therefore be concluded, a statistically significant correlation exists between

psychological capital and psychological well-being. The dimensions of psychological capital correlates significantly with psychological well-being, with self-efficacy demonstrating the highest correlation with psychological well-being. Perceived organizational had the lowest, but positive statistically significant correlation with psychological well-being. As a result, the initial part of research question one has been addressed through correlation. To fully address the question, the results of the stepwise multiple regression analyses are presented below.

Table 6.9 Stepwise multiple regression analysis Variables Entered/ Removed

Model	Variables Entered	Variables Removed
1	Self-efficacy	
2	Optimism	
a. Dependent Variable: Psychological well-being b. All requested variables entered.		

Excluded Variables ^a		
Model	Variables Excluded	
1	Perceived organizational support Optimism Resilience Hope	
2	Perceived organizational support Resilience Hope	
a. Dependent Variable: Psychological well-being b. predictors in the model(constant), Self-efficacy c. predictors in the model (constant), Self-efficacy, optimism		

Table 6,10: Regression coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.
	B	Coefficients Std. Error	Beta		
1 (Constant)	36.186	2.806		12.895	<,001
Self-efficacy	1.859	.310	.395	5.993	<,001
2 (Constant)	15.205	3.989		3.812	<,001
Self-efficacy	2.067	.281	.440	7.357	<,001
Optimism	.656	.096	.406	6.798	<,001

a. Dependent variable: PWELB

From the information in the table above, table 6.10 it is evident that two variables from the model explains the variance in psychological well-being. As indicated in the table, there are two significant predictors of psychological well-being. These predictors are optimism and self-efficacy, and they explain 31,9% of the variance in psychological well-being. Out of the two variables, self-efficacy had the most statistically significant

predictive value ($\beta=.440$, $P<0.001$) to psychological well-being. It should be noted that the regression model is statistically significant ($F=45.250$; $P<0.001$).

Table 6.11 Stepwise regression analysis individual variable contribution to R

<i>Model</i>	<i>R</i>	<i>R square</i>	<i>Adjusted R Square</i>	<i>Std. error of the estimate</i>
1	.395a	.156	.152	11.70740
2	.565b	.319	.312	10.54321

a. Predictors: (Constant), Self-efficacy

b. Predictors: (Constant), Self-efficacy, Optimism

To examine how much of the variance in the dependent variable is explained by the regression model, the R square values were analyzed to determine the contribution of the independent variables towards psychological well-being. The results disclosed that self-efficacy contributed 15,6% of the variance in psychological well-being, when the variance explained by all the other variables in the model is controlled for. When combined with optimism, out of the indicators of the dependent variables, the two variables contribute 31,9% to the variance in psychological well-being. Resilience hope and perceived organizational support were found not to be significant contributors to the variance of psychological well-being. As a result, hypothesis one, proposed by the current study, can partially be supported. Variances in psychological well-being can be statistically explained by dimensions of psychological capital (self-efficacy and optimism).

6.4.1.1 The relationship between Psychological capital and Psychological well-being

The dimensions of psychological capital (Self-efficacy and Optimism) were the first two major predictors of psychological well-being. The results from the correlation analysis observed that psychological capital had a statistically significant positive correlation with psychological well-being ($R=0.361$, $P<0.001$). This correlation coefficient was significantly higher than that of the study by Leonardi and Harsono (2022) which reported a lower correlation between psychological capital and psychological well-being ($R=.274$, $P<.05$). The model indicated that self-efficacy and

optimism contributed a great deal to the levels of psychological well-being of teachers. The combined contribution ($Square=31,9\%$) of the dimensions of psychological capital suggests that self-efficacy and optimism do indeed influence psychological well-being. This is significantly higher than the results of a more recent study that was done by Amin and Shah (2020) who reported that psychological capital explained 12% of the variance in the psychological well-being among Doctors. Contrary to the results in the current study, a study that was done by Rani (2015) reported that psychological capital accounted for 40% of variance in psychological well-being.

Recently, Leonardi and Harsono (2022) concluded that an increase in psychological capital can improve psychological well-being of individuals by ensuring that individuals are psychologically prosperous, thus achieving success and becoming innovative. Similarly, on their study of health care professionals Amin and Shah (2020) concurred that to improve psychological well-being amongst professionals, it may be necessary to improve their psychological capital. Therefore, Hernandez-Varas et al. (2019) concluded that psychological capital is a key predictor of psychological well-being and organizations should invest in the psychological capital of practitioners through related programs. This will ensure that employees have tools to deal with stressful and traumatic situations and organizations will have staff members who perform efficiently in critical situations. Lastly, based on the theoretical nature of psychological capital as an internal resource, Rani (2015), argued that the construct can be useful for peoples' psychological well-being in the context of unprecedented situations. Consistent with that, Kuttr and Demirbolat (2019) stated that studies on positive psychology indicate that having high levels of psychological well-being is associated with the psychological capital infrastructure that individuals own.

6.4.1.1.1. The relationship Self-efficacy and psychological well-being

Independently, self-efficacy contributed 15,6% of the variance in psychological well-being based on the regression analysis in the current study. The correlation analysis also reported that self-efficacy, as a dimension of psychological capital had the strongest correlation to psychological well-being ($R=.394$, $P<0.001$) than psychological capital. Therefore, a statistically significant correlation exists between self-efficacy and psychological well-being. Bandura (1996), as cited by Salleh, Ismail and Idrus (2021) defined self-efficacy as the individuals' understanding of their capacity to create strategies to control current conditions and ultimately exhibit

performance, as added by Cavus and Gokscen (2015). From this perspective, the teachers in this study perceived themselves as being highly self-efficacious. Similarly, a significant positive relationship between self-efficacy and psychological well-being was reported in a study that was done by Presack and Alcock (2015) on academic staff. Alkhatib (2020) stated that self-efficacy enhances psychological well-being and if individuals have a low self-efficacy then psychological well-being may also be low. More importantly, literature has reported that self-efficacy is a universal psychological need that controls a persons' cognition, emotions and decisions related to psychological well-being.

Consistent with the results of the current study, Okasha and Ebrahim (2020) found that self-efficacy had the highest impact on psychological well-being. This means that individuals that have high levels of self-efficacy views possible challenging situations as opportunities rather than threats (Abouripoour, Samsilah, Zeinab & Ali,2021). Taking into consideration the sample of this study, Cansoy, Parlar and Turkoglu (2020) stated that self-efficacy could mean that teachers believe that they can manage their classrooms, develop education, control events, focus on strategies to cope with challenges when teaching and when they encounter issues, they try to solve them. These teachers are more likely to demonstrate higher degree of psychological well-being. As a result, developing and applying customized self-efficacy promotion programs are necessary to increase the self-efficacy, thus ensuring enhanced psychological well-being. Moreover, it will ensure that individuals will be confident that they can perform their roles in different situations or environments. In this way, environmental mastery, as a dimension of psychological well-being will be accomplished (Kim, Seo & Park, 2022).

Additionally, Sabouripour, Roslan, Ghiami and Mernon (2021), stated, in line with Bandura's theory, mastering challenges and diverse environments are common amongst people with an improved self-efficacy. This theory also states that optimal human functioning is highly dependent on an active interaction and mastery of environmental aspects. Siddiqui (2015) stated that self-efficacy differs according to the domains of demands. Nonetheless, individuals with high self-efficacy set appropriately challenging goals for themselves and believe in their confidence to achieve these goals even when they encounter stressful situations. In addition to that, Rahmawati, Handarini and Triyono (2017) added that individuals with excellent self-

efficacy stand out by the way they perform complex tasks independently and with a “can do” mindset. These aspects can ensure that individuals accept their own self, have positive relations with others, have a purpose for life and develop positive attitudes. These are all dimensions of psychological well-being. Kurt and Demirbolat (2018) argued that individuals that demonstrates high levels of psychological well-being have a high degree of satisfaction with achievements, they deal better with demanding tasks and situations, maintain positive relations and social skills.

Therefore, from a theoretical perspective and considering the results of this study in conjunction with those from previous studies, Burger and Samuel (2017) stated that self-efficacy may be a primary resource that facilitates coping and can be associated with goal setting, persistence, and a constructive way of dealing with demands. In this way, psychological well-being is enhanced. Moreover, as a core component of personal resources, self-efficacy can equip employees with motivational and psychological capabilities that are necessary to enable growth, better learning in the workplace and positive perspectives (Rhee, Hur & Kim, 2017).

6.4.1.1.2 The relationship between optimism and psychological well-being

Kardas, Zekeriya, Eskisu and Gelbolu (2019) stated that optimism is considered one of the factors that significantly affect well-being, in general. A statistically significant positive correlation exists between optimism and psychological well-being ($R=.383$, $P<.001$). Results for the current study also shows that optimism, combined with self-efficacy contributes 31,9% of the variance in psychological well-being, based on the regression analysis. The correlation analysis of this study was significantly higher compared to that of Amin and Shah (2020), which reported a lower ($R=.209$, $P<.05$) statistically significant correlation between optimism and psychological well-being. Leonardo and Harsono (2022) described optimistic individuals as realistic and adaptable. From this perspective, the teachers in this study perceived themselves as optimists. Sabouripour et al. (2021), stated that when optimists face challenging and potential obstacles, they tend to address those challenges and direct their energy towards problem solving and careful planning. Evidently, Wassermann and Hoppe (2019) stated that prior research has proven that optimism is directly related to enhanced psychological well-being.

Similarly, and consistent with the findings of this study, Khosla (2021) observed a significantly higher positive correlation between optimism and psychological well-being ($R=0.421$, $P<0.01$). Equally, Akhter (2015) concurred that optimism and psychological well-being are closely and positively related. This means that individuals that are positive and optimistic, are more likely to control their surroundings and have enhanced faith in their ability to respond to and resolve obstacles. Additionally, when combined with Self-efficacy, the two personal and psychologically resources significantly predict psychological well-being. Prior research has proven that personal/psychological resources are significant predictors of psychological well-being. In their study, Malekitabar et al. (2017) found significantly high correlations between most of the resources or dimensions of psychological capital and psychological well-being, with optimism ($R=.446$) and self-efficacy ($R=.389$) being the highest statistically significant correlations.

From a theoretical perspective, the conservation of resources theory acknowledges the pertinence of psychological resources for overall survival and psychological well-being. Luthans and Youseff (2017) explained that personal resources: self-efficacy and optimism share commonalities. These are sense of control, intentionality and goal pursuit. Moreover, they share a theme of “positive appraisal of circumstances and the possibility of success based on motivated effort and perseverance”. In other words, an optimistic individual regard their chances of success high. Confidence in that ability (self-efficacy) allows them to be intentional about their choices of challenging goals and motivation to achieve those goals. These two combined, will allow these individuals to have a sense of internalized control and intentionality while goals are being pursued and achieved. Consistent with that, Wassermann and Hoppe (2019), stated that individuals with more personal resources can use these resources when they are faced with stressful situations, thus making them less susceptible to a loss of resources. For this reason, Kurt and Demirbolat (2018) suggested that if managers want to create a positive climate in their organizations and ensure high productivity, they need to invest in the psychological resources or capital of employees. They can do this by gaining understanding of the strengths and weaknesses, positives and negative behavioral aspects of employees that are dependent on their personalities.

6.4.1.1.3 The relationship between resilience and psychological well-being

A statistically significant correlation was observed between resilience and psychological well-being based on the correlation analysis in this study ($R=.282$, $P=.001$). The regression analysis indicated that resilience does not predict psychological well-being in the current study. Based on the correlation analysis, resilience had the lowest correlation with psychological well-being among the resources of psychological capital. These results are consistent with the results of Amin and Shah (2020) in which resilience had a low correlation with psychological well-being ($R=.240$, $P<0,05$). Avey et al. (2010), as cited by Kotze (2022) defined resilience as the individuals' ability to bounce back and recover from setbacks. In the context of the current study, it could be that during the time of the data collection, teachers were still recovering from the effects of the pandemic.

6.4.1.1.4 The relationship between hope and psychological well-being

A statistically significant correlation was observed between hope and psychological well-being based on the correlation analysis in this study ($R=.373$, $P=.001$). However, like the dimension resilience, hope did not show any predictive value towards psychological well-being. This means that hope does not predict levels of psychological well-being. Kotze (2022) explained hope as a cognitive process that involves goal-oriented determination and focusing on objectives and simultaneously redirecting new pathways to achieve objectives. Based on the results in the study, it was observed that being hopeful and demonstrating related behaviors does not predict psychological well-being. In a recent study based on hope and resilience, Javier-Aliaga et al. (2022) noted that irrespective of the protective role and positive impact that hope can play, it is not certain that it can act as a protective factor for the psychological well-being of individuals in the midst and after a global health emergency. As a result, since the data was collected short after the period of the pandemic, it could be that people had lost their sense of hope and their resilience was low, thus it could not predict psychological well-being in the context of this study.

6.4.1.2 The relationship between perceived organizational support and psychological well-being

Based on the correlation coefficient results, perceived organizational support had the lowest correlation with psychological well-being ($R=.204$, $P<003$). Similarly, the regression analysis results indicated that perceived organizational support does not

predict psychological well-being. Therefore, even though perceived organizational support had a positive statistically significant relationship with psychological well-being, the current study found that it is not a predictor of psychological well-being. Ni and Wang (2015) observed a higher positive correlation between perceived organizational support and psychological well-being ($R = 0.51, p < 0.01$).

Considering the context of the study, Greenhouse (2020) as cited by this Daniels, Miller and Black (2022) reported that there has been a lack of organizational support during the corona virus pandemic due to most organizations' slow responses to emergency situations. Often, in times of crises, when circumstances are chaotic and business resources are strained, employees' perceptions of support become of great importance. This is because support satisfies employees' socio emotional needs and boosts their well-being (Oubibi,fite, Xiao, Sun and Zhou, 2022). Moreover, Harunavamwe and Ward (2022) added that individuals who regard their supervisors and organizations as supportive, tend to experience greater positive psychological well-being. However, the nature of the pandemic affected many business sectors, organizations and mostly employees. For this reason, workers are most likely going to have a different experience of support during a pandemic.

From a theoretical perspective, the organizational support theory states that an individuals' belief that the organization cares about their well-being and values their contribution is an essential contributor towards their psychological well-being. Similarly, the job demands and resources theory, as cited by Medzo-M'engone (2021) states that the psychological well-being of individuals is partly dependent on the job resources that employees receive. When this perception is present then employees experience improved psychological well-being outcomes such as job satisfaction, joy etc. Moreover, the social exchange theory creates the expectation that when employees perceive that they are supported and cared for through job resources, they will reciprocate the energy by being engaged and highly productive. They feel valued and cared for, which boosts their psychological well-being (Medzo-M'engone,2021). A lack of this perception could contribute towards low levels of psychological well-being (De Oaul & Bikos, 2015). Conversely low levels of psychological well-being cause poor social relations, maladjustments within working environment, poor performance and unhappiness among employees (Zahoor,2015).

6.4.1.3 Why personal resources predicted psychological well-being more than external resources

Kotze (2022) is of the view that personal resources together with job or external resources have unique impacts on employees' psychological well-being. The study observed that a combination of personal resources demonstrated higher predictive value than job resources. When personal resources are combined, they enable the individual to have faith in their ability to succeed, assist them in adapting to different environmental contexts and in taking on challenging tasks creatively and with confidence, thus facilitating higher psychological well-being (Kotze, 2022).

Given the context of the study, Werner, Kater and Lohaus (2021) explained that the use of personal/psychological resources have become pertinent given the fact that the availability of environmental resources has become limited due to contextual measures and restrictions. Similarly, in their study, Galanti, Mazzeri, Zappala and Toscano (2021) identified and concluded that personal resources are particularly helpful in unprecedented times as it allows employees to master their work environment. In addition to that, Chen and Eyaoun (2021) argued that the nature of the pandemic inspired frontline and other workers to invest in their psychological resources.

From a theoretical perspective, the self-determination theory and the conservation of resources theory can be used to justify the outcomes of this study. The self-determination theory states that internal regulation is associated with greater levels of well-being (Panavvio & Vanderbghe, 2009). This theory also states that ones' basic need is the perception of self-sufficiency to be psychologically well (Cansoy et al., 2020). The conservation of resources theory suggests that individuals work towards obtaining, retaining and protecting that which they value (Chen & Eyaoun, 2021). In support of this view, Ferreira and Gomes (2021) added that personal resources allow the individual to have a sense of control and impact on their surrounding environment. The findings of this study lean more to the idea that individuals' own internal capacity would better determine their level of psychological well-being. Ni and Wang (2015) stated that numerous studies support the view that internal factors can better explain and predict variables of psychological well-being. For this reason and given the context of the study, personal resources could predict psychological well-being more than job resources.

6.5 Results related to research question two

The secondary research question states: Do differences exist in the psychological well-being of teachers in the basic education sector with regards to Public and Private schools. An independent sample t-test was conducted to compare the psychological well-being scores of private and public-school teachers.

Table 6.12 Differences in psychological well-being with regards to types of schools

	Types of schools	N	Mean	Std. Deviation	Std. Error mean	t	Sig (p)
Psychological well-being	Private school	95	52.8105	10.86894	1.11513	.650	.275
	Public schools	109	51.6422	14.27995	1.36777		

From table 6.23, it is evident that there are no statistically significant differences in psychological well-being in the different types of schools. The comparisons were done on psychological well-being as a single variable. The table clearly indicated that there are no statistically significant differences in the scores on psychological well-being for private and public-school teachers ($p=.275$ is >0.050). This means that the null hypothesis which states that: there is no statistically significant differences in scores achieved on the levels of psychological well-being with regards to private and public teachers in the basic education sector was supported. The table clearly illustrates that the public-school teachers or group had a mean rank of 51.6422 and the private school teachers a mean rank of 52.8105. This implies that, based on the mean ranks, private school teachers scored higher on psychological well-being than public school teachers. However, the magnitude of differences in the means (1.16832) indicates no significant differences in the levels of psychological well-being in private and public-school teachers.

Contrary to the results in the current study, Zahoor (2015) observed a statistically significant difference in the psychological well-being of private and public-school teachers. The study found that private school teachers scored significantly higher in psychological well-being compared to public school teachers. This could mean that

irrespective of the nature of the different working environments, teachers in public and private schools experienced the same levels of psychological well-being.

6.6 Summary of the section

Overall, the chapter focused on presenting the results, interpretations, and discussions in relation to previous literature. The initial interpretation focused on the presentation of the reliability of the constructs. This was followed by an interpretation of the confirmatory factor analysis to test the goodness-of-fit statistics. The results for each of the two objectives were represented separately. To determine the significant predictors of psychological well-being, the interpretations of stepwise multiple regression were presented, and the Pearson product moment correlation analysis were conducted. To determine if differences exist in the levels of psychological well-being of private and public-school teachers, the independent t-test was used. The following chapter focuses on conclusions, recommendations, limitations, and directions for future research.

CHAPTER SEVEN: CONCLUSIONS, RECOMMENDATIONS, LIMITIONS AND DIRECTIONS OF FUTURE RESEARCH

7.1 Introduction

The preceding chapter presented the results and discussions. This chapter is aimed at summarizing the primary findings, drawing conclusions, and identifying the limitations of the study. The chapter is also dedicated to recommendations for the practical application of the findings and provides guidance for prospective research studies.

7.2 Conclusions

Conclusions are outlined in two sections: the first section focuses on the conclusions drawn from the literature review followed by conclusions from the empirical study.

7.2.1 Conclusions regarding literature review

The literature study was centered around the primary research objective and the secondary research objective and the main aim of the literature review was to conceptualize psychological capital, perceived organizational support and psychological well-being. The primary objective was to critically evaluate and assess the theoretical relationship between the variables: to determine if psychological capital, perceived organizational support have a significant influence on psychological well-being among teachers in the basic education sector. The secondary objective was to determine if teachers in the private schools differ significantly from teachers in the public schools regarding their psychological well-being. The literature section concluded with a discussion capturing the theoretical alignments between psychological capital, perceived organizational support and psychological well-being.

7.2.1.1 The first aim: Conceptualize psychological capital, perceived organizational support and psychological well-being from the literature review.

The first aim of the literature review as mentioned above, was focused on conceptualization of psychological capital, perceived organizational support and psychological well-being. Merino, Privado and Arnaiz (2019) argued that the key principle of the conservation of resources theory is that individuals collect resources that they can utilize to deal with demands, threats, and challenges. They may use either personal resources, such as psychological capital and job resources such as perceived organizational support to support their well-being. As a result, the study

used this premise as the foundation to explain the combined effect of perceived organizational support and psychological capital on psychological well-being. The subdimensions of these concepts (Hope, resilience, optimism, self-efficacy) are regarded as these personal and job resources that the individual can use to ensure that they are psychologically well.

7.2.1.1.1 Psychological well-being

In the current study, psychological well-being is viewed by Hen et al (2016), as a state in which a person is healthy, functions well and optimally regardless of life's existential challenges. Given that the study takes the effects COVID-19 pandemic into consideration, this perspective of psychological well-being worked well for the purposes of the study. The dimensions of psychological well-being, as outlined in the literature review, were regarded as indicators of an individual that is psychologically well. These dimensions include being able to master an environment and life's daily challenges (environmental mastery), having a purpose in life, having positive relations with others, feeling that one can achieve your full potential (personal growth), autonomy and self-acceptance. A more recent study conducted by Blasco-Belled and Alsinet (2022), confirmed that psychological well-being emerges because of interactions among these dimensions. In the literature, it was concluded that the combined effect of job and personal resources leads to and influences psychological well-being.

7.2.1.1.2 Psychological capital

For the purposes of the current study, psychological capital was conceptualized from the view of Luthans et al (2002), which regarded psychological capital as an individuals' positive psychological state of development through the manifestation of different psychological resources. These resources are regarded as the indicators of psychological capital and includes self-efficacy, optimism, resilience, and hope. In the literature review, hope was identified as the primary dimension of psychological capital and refers to having clear goals and perceived capacities to develop paths to attain these goals. Optimism refers to having an expectation of a positive future outcomes. Resilience refers to the individuals' capacity to be agile and positive towards any form of adversity. Self-efficacy refers to the individuals' belief of their abilities to perform (Cavus & Gokscen, 2015). The literature in the current study concluded that these resources are effective in contributing to the psychological well-being of an individual.

The literature confirmed that several studies on psychological capital aligned it with high levels of psychological well-being.

7.2.1.1.3 Perceived organizational support

The conceptualization of Eisenberger et al (1986), as cited by Akgunduz and Sanli (2017), was used to approach perceived organizational support in the context of this study. This perspective viewed perceived organizational support as the individual's belief that the organization cares for their welfare and values their contribution. The organization can do this by showing value and support through supervisory support (supervisor support), fair treatment and practices of organizational procedures (fairness in organizational procedures) and creating a conducive environment that is characterized by human resource practices that take employees' contributions into consideration (Jabagi et al., 2020). Adil and Braig (2018) argued that these dimensions can be regarded as job resources that could provide employees with the necessary motivation and plays a role in their perception of resources.

7.2.1.2 The primary research objective: To explain the theoretical links and relationships between psychological capital, perceived organizational support and psychological well-being

The conservation of Resources Theory formed the foundation for the conceptual model linking the variables in the current study. The conservation of resources theory proposed that two sets of resources: Job resources and personal resources can align and predict the psychological well-being of an individual. In the literature review, Roemer, and Harris (2018), confirmed that the combination of job resources such as perceived organizational support and personal resources such as psychological capital, contributes to positive functioning, thus psychological well-being. More recently, Kao, hsu, Lee, cheng, Dax and Hsieh (2022) supported that organizational/ job resources have always been essential in influencing employees' well-being. Similarly, Sahoo et al. (2015) stated that dimensions of psychological capital, which serves as personal resources, can contribute to psychological well-being. To support this, Grover et al. (2018) stated that individuals with a high psychological capital have an enhanced ability to master their environment (environmental mastery), which helps them to deal with working conditions and use their resources in their environment. Thus, the literature promoted psychological capital as an individual initiative to improving psychological well-being. Another theory within the study also supported

this notion: The broaden-and- build theory encouraged the use of positive emotions to broaden an individuals' awareness and enhance thoughts and actions that accumulates personal resources. Thus, serving as an “enabler” of personal resources through creation of positive emotions. These emotions and resources later promote positive human functioning and well-being (Rahimi & Bigdeli,2014). Therefore, literature suggested that organizational factors such as perceived organizational support and personal resources such as psychological capital can be aligned and explored as antecedents of employees' psychological well-being.

Inspired by the above and in line with the premises of the Conservation of resources theory, the literature concluded that with the necessary resources at hand, individuals will be able to cope with stressful events (Kao et al.,2022). Moreover, literature concluded that employees who functions in a supportive organization takes note of the resources that they receive which inspires them to take an active interest in the organization. This exchange promotes a healthy working environment that is characterized by feelings of recognition, which instill confidence in employees to make independent decisions (autonomy), choose environments that align with their personal needs and use the provided opportunities to deal with challenges in the environment (environmental mastery), thus promoting psychological well-being (Boers, 2014). These claims were supported and justified by the social exchange theory and the organizational support theory which was also discussed in the literature review. It was therefore concluded, based on the combination and alignment of theories and available literature, that psychological capital and perceived organizational support could be assessed to determine whether they have an influence on psychological well-being of teachers in the basic education sector.

7.2.1.3 The third research aim: To determine theoretically if there are significant difference in psychological well-being with regards to the different types of schools

Literature has reported that significant differences exist in the psychological well-being of teachers in different types of schools. Few studies have been done to confirm these differences and have concluded that private school teachers tend to demonstrate positive functioning and psychological well-being more than public school teachers (Zahoor,2015). The nature and conditions in which teaching is provided plays a role in these significant differences. Moreover, the differences in support received by the two

groups may also be a contributing factor. These differences were confirmed during the Corona Virus pandemic when public school teachers had to conduct classes in overcrowded classrooms, which posed a threat to their psychological well-being due to the fear and uncertainty of being infected. Contrary to the previous view, a study that was done by Smrtic and Rijavec (2019) reported that there are no statistically significant differences in the psychological well-being of public and private school teachers.

The literature concluded and acknowledged that there could be contradictory views on the differences in psychological well-being of teachers in private and public schools. Working conditions, support, resources and overall environment play a pivotal role in the psychological well-being differences in public and private school teachers. However, the contradictory findings from the different studies available in literature inspired the study to explore if differences exist in the psychological well-being of South African teachers in private and public schools.

7.2.2 Conclusions regarding the empirical study

As previously highlighted, the study had two objectives. The primary objective examined the effect of perceived organizational support and psychological capital on the psychological well-being of teachers in the South African basic education sector. The secondary objective was to determine if differences exist in the levels of psychological well-being of teachers in the basic education sector with regards to private and public schools.

7.2.2.1 Primary objective

The primary objective of this study was to determine the effect of perceived organizational support and psychological capital on the psychological well-being of teachers in the South African basic education sector as manifested in a sample of participants within the Free State using a non-experimental research design. The following research hypothesis was tested:

Null hypothesis: Variances in psychological well-being cannot be statistically explained by Perceived organizational support and psychological capital for teachers in the basic education sector.

Alternate hypothesis: Variances in psychological well-being can be statistically explained by Perceived organizational support and psychological capital for teachers in the basic education sector. The following conclusions were drawn:

To examine how much of variance in the dependent variable is explained by the regression model, the R values were analyzed to determine the contribution of each of the independent variables towards psychological well-being. Results revealed that self-efficacy made the strongest unique contribution to psychological well-being. Optimism combined with self-efficacy explained 31,9% of the variance in psychological well-being. The empirical results therefore concluded that in the current study, the dimensions of psychological capital, self-efficacy and optimism predicted psychological well-being. Moreover, based on the correlation coefficients, self-efficacy reported the highest correlation ($R=.394$, $P<0.001$) with psychological well-being. Optimism had the second highest correlation with psychological well-being ($R=.383$, $P<0.001$) based on the correlation analysis. The other two dimensions of psychological capital also had positive, but low statistically significant correlations with psychological well-being. However, based on the regression analysis, these two dimensions did not contribute to or predict psychological well-being. Psychological capital also had a positive correlation with psychological well-being based on the correlation analysis ($R=0.361$, $P=0.001$). The other independent variable perceived organizational support had the lowest correlation with psychological well-being. This variable did not predict psychological well-being.

Therefore, based on the findings of the current study, the primary objective of the study was fulfilled. The overall results from the study conclude that two variables predict psychological capital. These include optimism and self-efficacy. The results of the study are in line with the study that was conducted by Malekitabar et al. (2017) in which optimism and self-efficacy were the highest predictors of psychological well-being. These combination of personal resources as predictors of psychological well-being are justified by the biggest contributors to the field of positive psychology. Luthans and Yousseff (2017) argued that these combinations of personal resources share commonalities and a theme of positive appraisal of circumstances and the possibility of success based on motivated effort and success. This theme of these two psychological resources is pertinent for overall survival and psychological well-being. Therefore, the alternate hypothesis: Psychological well-being can be statistically

explained by psychological capital and perceived organizational support for teachers in the basic education sector, cannot be rejected, but partially be accepted.

7.2.2.2 Secondary objective

To determine theoretically if there are significant difference in psychological well-being with regards to the different types of schools. The following research hypotheses were tested:

Null hypothesis: There are no statistically significant differences in scores achieved on levels of psychological well-being with regards to different types of schools in the basic education sector.

Alternative hypothesis: There are statistically significant differences ins cores achieved on levels of psychological well-being with regards to different types of schools in the basic education sector

Based on the findings as depicted in table 6,12, no significant differences were found between the private and public-school teachers regarding their levels of psychological well-being. These findings are contradictory compared to studies that was done by Zahoor (2015), in which there were statistically significant differences between the private and public-school teachers. The current study was unique compared to previous studies on the psychological well-being of teachers. The rationale for the outcomes of the secondary objective could be the context of the current study. The nature of the pandemic had severe and detrimental impacts on the psychological well-being of most individuals. The literature review acknowledged the environmental contextual factors that may differentiate public and private school teachers, and which may influence their psychological well-being. The working conditions under which public school teachers conduct classes and the support that they receive from management or department may differ from that of private school teachers. These are all factors that could influence (from a literature perspective) the psychological well-being of people. However, the findings of the study differ, and the context may be a factor that plays a role. As a result, the study concludes that there are no statistically significant differences in the psychological well-being of private and public-school teachers. This could be because the effects of the global pandemic had influenced everyone equally.

7.3 Contributions to the field of Industrial and organizational psychology

The findings from the literature review and the empirical study contributed unique knowledge to the field of industrial and organizational psychology, with a unique focus on improving psychological well-being of teachers in the Basic Education Sector. The outcomes of the study and literature leaned more towards the use of personal resources and related interventions to improve psychological well-being in individuals. From a theoretical foundation, the literature review acknowledged the notion that the conservation of resources theory encouraged: which is the collective use of job and personal resources to facilitate positive outcomes such as psychological well-being (Luthans and Youssef, 2017). The literature review aimed to encourage the idea that both the individual and the organization can provide resources towards increased psychological well-being.

However, the empirical findings observed that personal resources require more focus and contributes more towards individuals' psychological well-being. The findings align with two theories that were used in the initial conceptualization, which is the self-determination theory and a section of the conservation of resources theory. Personal resources, as identified: self-efficacy and optimism were indicated to be of great importance in contributing to teachers' psychological well-being. When they are combined, these psychological resources can place individuals in a better position to have control over their psychological well-being. The fact that the job resources of perceived organizational support could not predict psychological well-being could be because of the context of the study. The pandemic and its after-effects made it difficult for organizations and departments to provide their employees with the necessary support.

The study concluded that when individuals have a sense of belief and confidence that they can perform in different situations, they can contribute to their own psychological well-being. Prior research has identified the importance of personal resources. Considering that and the outcomes of this study, Kurt and Dmirborat (2018) supports the contribution that this study makes which stated that organizations should invest in employees' personal resources if they want psychologically well employees and create a climate in their organization that fosters positive outcomes. Therefore, the Department of Basic education should work towards understanding ways to enhance

employees' personal resources to ensure that they increase and maintain their level of psychological well-being.

7.4 Contributions the Department of Basic Education

The literature in the study outlined the effects of perceived organizational support and psychological capital on the psychological well-being of teachers in the basic education sector. However, the results confirmed that psychological capital and its resources correlated more with psychological well-being. Self-efficacy and optimism showed greater prediction and explanation of psychological well-being. To support this conclusion, Kurt and Demirbolat (2018) stated that the psychological capital and psychological well-being of teachers have a crucial place in the education systems' goal achievement. The effects of the COVID-19 pandemic also contributed a great deal towards the need to look at the psychological well-being of teachers. Moreover, psychological well-being has become critically important in the teaching profession, which is a profession with high levels of stress.

Additionally, psychological well-being of teachers is an effective variable which affects student outcome. It will contribute to creative teaching in class, a positive classroom climate and high academic success, if self-efficacy and optimism is promoted. Setyaningsih and Sunaryo (2021) stated that an individual who has self-efficacy will effectively handle their resources, believe that intelligence is flexible, pursue mastery goals rather than performance and exhibit academic performance. Similarly, Zhang et al. (2019) stated that optimists are psychologically well adjusted, satisfied with life and engage in advanced physical health. As a result, the study urges the Department of Basic education to invest in interventions aimed at promoting self-efficacy and optimism in teachers to increase their psychological well-being.

In practical terms, self-efficacy and optimism can be improved by means of in-service trainings, seminars, and overall improvement of work-life conditions (Kurt & Demirbolat, 2018). J'Odanga, Raburu and Aolka (2018) added that direct teaching of participants in a seminar has been proven to enhance self-efficacy. In addition to that, the improvement of working conditions through ensuring sufficient resources and physical facilities so that teachers feel confident in to perform in their working environment. An additional way to develop self-efficacious teachers could be through social persuasion by means of sincere and genuine feedback from supportive school

leaders and colleagues, parental acknowledgment of teacher performance and students demonstrating enthusiasm towards the content presented by the teacher. The Department should present platforms for engagement between both teachers and learners. Moreover, introducing capacity building programs such as workplace counselling programs to assist teachers to deal with work-related trauma and stress.

Consistent with that, Hsu (2018) stated that psychological capital resources or dimensions, are open to development by means of interventions. Teacher optimism can be enhanced through workshops in which diverse ways of being optimistic and committed to teaching are taught. The promotion of positive psychology and related outcomes should become a norm in the Department of Basic Education. Educational psychologists should look at playing an active role towards grooming optimistic and positive teachers in the basic education sector through related initiatives. The collective effort of the Department, supporting stakeholders, teachers and students could play a pivotal role in increasing the psychological well-being of teachers in the basic education sector.

7.5 Limitations of the study and Recommendations for future research

The study had a few limitations at each stage in the research process. During the first process of getting ethical clearance, there was quite a bureaucratic process to get permission to conduct research in the Department of Basic Education. The department has intense processes involved that should be followed to gain access and permission. Given the fact that the study was aimed to be completed within a certain timeframe, this process contributed to delays in the completion. The data collection process was also slightly problematic since it was difficult to get the teachers to complete the questionnaire. The study used a self-report, cross sectional survey to collect responses on all three measures. Deciding on a method that will be used to collect data should be considered carefully. Data collection process can also take longer than expected, so a recommendation would be to start as earlier as possible as this is one aspect that is beyond the researchers' control. The study also made use of convenience sampling method, so these findings can also be generalized in the basic education sector, among teachers. A recommendation should be to consider the variables within the context of other sectors to get a clearer understanding of the relationships between the constructs.

Another limitation was that one of the independent variables could not predict psychological well-being, as per proposed literature review. After considering literature, the study noted that the extent to which the variable can predict positive outcomes may differ depending on the context within which is applied. The context of the study may have influenced the extent to which this variable could predict psychological well-being. The personal resources rather contributed more towards psychological well-being than this job resource. Therefore, a recommendation for future research could be to venture into personal resources and its influence on psychological well-being and other positive psychology related outcomes.

7.7 Summary of the section

This chapter discussed the conclusions drawn from the study, focusing on both the literature review and the empirical study. Limitations of the study were also provided. The chapter closes with recommendations. In short, the following empirical research objectives were achieved:

- **Primary:** To determine by means of non-experimental research design whether Perceived organizational support and psychological capital influence the psychological well-being of teachers in the basic education sector.
- **Secondary:** To determine by means of non-experimental research design if differences exist in the level of psychological well-being among teachers in the basic education sector regards to Public and private schools

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Annexure A: Turnitin report: NOKUTHULA FENI_MASTERS MINI-DISSERTATION.pdf

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Annexure B: GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

04-Feb-2022

Dear Ms Nokuthula Feni

Application Approved

Research Project Title:

The effects of perceived organizational support and psychological capital on the psychological well-being of teachers in the basic education sector

Ethical Clearance number:

UFS-HSD2021/1696/22

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

Dr Adri
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Annexure C: RESEARCH STUDY INFORMATION LEAFLET AND CONSENT FORM

DATE

2022

TITLE OF THE RESEARCH PROJECT

The effects of perceived organizational support and psychological capital on psychological well-being of teachers in the basic education sector.

PRINCIPLE INVESTIGATOR / RESEARCHER(S) NAME(S) AND CONTACT NUMBER(S):

Nokuthula Kathleen Yolandi Feni 2016401891 0619745946

FACULTY AND DEPARTMENT:

Economic and management science/Industrial psychology

STUDY LEADER(S) NAME AND CONTACT NUMBER:

Dr S Chamisa- 0891018079 270 2659

WHAT IS THE AIM / PURPOSE OF THE STUDY?

The main aim of the study is to study the effects of perceived organizational support and psychological capital on psychological well-being. I am doing this study to determine if the two variables have an influence on the psychological well-being of teachers in the basic education sector

WHO IS DOING THE RESEARCH?

I am Nokuthula Kathleen Yolandi Feni and I am a Master of Industrial Psychology Student at the University of the Free State. I am doing this study as part of my master's research.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

YES

Approval number: UFS-HSD2021/1696/22

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

You are invited by Nokuthula Feni (principal researcher) to participate in this study that aims to investigate the effects of perceived organizational support and psychological capital on the psychological well-being of teachers in the Free State. Therefore, you have been chosen as a teacher, from approximately 250 teachers in the public/private school to assist in the findings of the study to measure levels of psychological well-being of teachers.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The role of the participant is to assist in carrying out the study to examine their levels of psychological well-being by providing their levels of well-being and level of support that they have received from the schools. The study involves a questionnaire that should be filled out by an estimated 250 teachers-125 public school teachers and 125 private school teachers. The types of questionnaires that will be asked will be multiple choice questions in which the participants will have to indicate if they agree or disagree and the extent to which they agree or disagree. The questionnaires will not take more than 20 minutes to be answered.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

The participation in the study is voluntary study and there is no penalty or loss of benefit for non-participation, meaning that the participant can withdraw at any time during the study.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no scientific benefits, but the study might generate recommendations that might be used to improve your psychological well-being.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

The only potential risk may be work time lost during the completion of the questionnaires. However, participants are advised to complete the questionnaires during a time that does not lead to loss of work time but rather during their own convenient time.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

Yes, your information will be kept confidential in that your name will not be recorded anywhere and no one will be able to connect to the answers provided by you. The University of the Free State will also not share any personal information of you as the study does not require any personal information from the participants.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

The data will be kept and protected on a password-protected computer. The file will be deleted five years after the research outputs have been accepted for publication or presented at academic conferences.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

There will be no payment or incentives for participating in this study.



HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?



If you would like to be informed of the final research findings, please contact Nokuthula Feni (Principal researcher) at 0619745946, Email: 2016401891@ufs4life.ac.za. For further information and concerns about how the research is conducted, you may contact my supervisor from the University of the Free State, Dr S. Chamisa at 0792702659, Email: ChamisaSF@ufs.ac.za

Thank you for taking the time to read this information sheet and for participating in this study.

CONSENT TO PARTICIPATE IN THIS STUDY

I, the undersigned,

_____ (participant's full names to be included), (the "**Participant**")

confirm that I voluntarily agree to participate in the research study referred to as the

_____Masters' dissertation_____ (the "**Study**") in relation to

_____The effects of perceived organizational support and psychological capital on the psychological well-being of teachers in the Free State

_____and which Study is being conducted by

_____Nokuthula Feni_____

(insert the name of the researcher), (the "**Researcher**").

I, the undersigned Participant, further confirm that—

1. the Researcher has explained the nature, procedure, potential benefits, and anticipated inconvenience of my participation in the Study.
2. I have read (or had explained to me) and understood the Study as explained in the attached information sheet.
3. I have had sufficient opportunity to ask questions and am prepared to participate in the Study.
4. I understand that my participation in the Study is entirely voluntary and that I am free to withdraw at any time without penalty (if applicable).
5. I voluntarily provide the UFS and the Researcher with my personal information and consent to the UFS and the Researcher collecting, disclosing, and processing my personal information to conduct the Study and any related activities in relation thereto.
6. I hereby acknowledge and confirm that I understand the purpose for which the UFS and the Researcher may collect, store, use, delete, destroy, outsource, transfer or otherwise process, as the context and circumstances may require and as contemplated in terms of POPIA, my personal information as set out herein.
7. I am aware that the findings of the Study will be anonymously processed into a research report, journal publications and/or conference proceedings and that my personal information will be aggregated and deidentified at such stage.
8. I also give the UFS permission to share, without notification, the collected data with other researchers at the UFS or other Higher Education Institutions. This permission is dependent on the same principles of ethical research practices, anonymity/confidentiality, safekeeping of information, and other issues listed above applying.




I, the Participant, agree to the recording of the *questionnaire*



Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____ Nokuthula
Feni _____

Signature of Researcher: _____  _____ Date: _____



RESEARCH STUDY ON PERCEIVED ORGANISATIONAL SUPPORT AND PSYCHOLOGICAL CAPITAL ON THE PSYCHOLOGICAL WELL-BEING OF TEACHERS

2022

Dear respondent

You are invited to participate in this research project. The study investigates the perceived organizational support and psychological capital on the psychological well-being of teachers. Should you have any questions or concerns about the study, you can contact Nokuthula Feni (Principal investigator) at 0619745946 or 2016401891@ufs4life.ac.za. The findings of the study will be disseminated for a master's in industrial psychology.

The main aspects relating to the study discussed in the information sheet are the following:

- The purpose of the study is to investigate the perceived organizational support and psychological capital on the psychological well-being of teachers. □
- This study has received approval from the General Human Research Ethics Committee of the University of the Free State Protocol Number: UFS-HSD2021/1696/22 □
- Your participation only requires of you to complete the questionnaire that follows if you consent to participate in the study. It will take not more than 20 minutes to complete the questionnaire.
- The completion of the questionnaire poses no inconvenience or any risk to a participant. Participants can complete the online questionnaire at a time that does not lead to loss of work time.
- Participation in the study is voluntary and you are under no obligation to consent to participation. You are free to withdraw at any time and without giving a reason during the completion of the questionnaire. □

The questionnaire does not include any question that provides information that can be used to identify a respondent.

- The electronic captured data from the completed online questionnaires will be stored on a password protected computer. □
- The findings of the study will only be used for the disclosed purposes that is the dissemination of the findings only for academic purposes.

Thank you in advance for your willingness to participate in the research study.

Sincerely,

Researcher

Nokuthula Feni

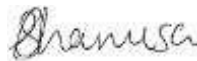


Mobile: 0619745946

Email: 2016401891@ufs4life.ac.za

Promotor

Dr Shingi Chamisa



Mobile: 079 2702659

Email: chamisasf@ufs.ac.za

ONLINE QUESTIONNAIRE

CONSENT TO PARTICIPATE IN THIS STUDY

I confirm that the person asking my consent to take part in this research has informed me about the nature, procedure, potential benefits, and anticipated inconvenience of participation. I have read and understood the study as explained on the previous page. I had the opportunity to ask questions and I am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty. I am aware that the findings of this study will be anonymously processed for only academic purposes.

☐

Please click in the box to indicate that you consent to participate in the study.



ONLINE QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION

1. Which type of school do you belong to?

Private	1
Public	2

2. Which age category to you fall into?

Younger (25-35)	
Middle aged (36-45)	
Older (46-60)	



ONLINE QUESTIONNAIRE

SECTION B PSYCHOLOGICAL WELL-BEING

Please note 1=Strongly agree; 2= Somewhat agree; 3= a little agree; 4= neither agree nor disagree; 5= a little disagree; 6= somewhat disagree; 7= Strongly disagree

		Strongly agree (1)	Somewhat agree (2)	A little agree (3)	Neither agree nor disagree (4)	A little disagree (5)	Somewhat disagree (6)	Strongly disagree (7)
B1	I like most parts of my personality	1	2	3	4	5	6	7
B2	When I look at the story of my life, I am pleased with how things have turned out so far	1	2	3	4	5	6	7
B3	Some people wander aimlessly through life, but I am not one of them	1	2	3	4	5	6	7
B4	The demands of everyday get me down	1	2	3	4	5	6	7
B5	In many ways I feel disappointed about the achievements in life	1	2	3	4	5	6	7
B6	Maintaining close relationships has been difficult and frustrating for me	1	2	3	4	5	6	7
B7	I live life one day at a time and don't really think about the future	1	2	3	4	5	6	7
B8	In general, I feel I am in change of the situation in which I live	1	2	3	4	5	6	7



B9	I am good at managing the responsibilities of daily life	1	2	3	4	5	6	7
B10	I sometimes feel as if I have done all there is to do in life	1	2	3	4	5	6	7
B11	For me, life has become a continuous process of learning, changing and growth	1	2	3	4	5	6	7
B12	I think it is important to have new experiences that challenge how I think about myself and the world	1	2	3	4	5	6	7
B13	People would describe me as a giving person. Willing to share my time with others	1	2	3	4	5	6	7
B14	I gave up trying to make big improvements or changes in my life a long time ago	1	2	3	4	5	6	7
B15	I tend to be influenced by people with strong opinions	1	2	3	4	5	6	7
B16	I have not experienced many warm and trusting relationships with others	1	2	3	4	5	6	7
B17	I have confidence in my own opinions, even if they are different from the way other people think	1	2	3	4	5	6	7



B18	I judge myself by what I think is important, not by the values of what others think is important	1	2	3	4	5	6	7
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Section C: Perceived organizational support

Please note 0= Strongly disagree; 1= Moderately disagree; 2= Slightly disagree; 3= Neither agree nor disagree; 4=Slightly agree; 5= Moderately agree; 6= Strongly agree

		Strongly disagree (0)	Moderately disagree (1)	Slightly disagree (2)	Neither agree nor disagree (3)	Slightly agree (4)	Moderately agree (5)	Strongly agree (6)
C1	The organization values my contribution to its well-being	0	1	2	3	4	5	6
C2	The organization fails to appreciate any extra effort from me	0	1	2	3	4	5	6
C3	The organization would ignore any complaint from me	0	1	2	3	4	5	6
C4	The organization really cares about my well-being	0	1	2	3	4	5	6
C5	Even if I did the best job possible, the organization would fail to notice	0	1	2	3	4	5	6
C6	The organization cares about my general satisfaction at work	0	1	2	3	4	5	6



C7	The organization shows very little concern for me	0	1	2	3	4	5	6
C8	The organization takes pride in me accomplishments at work	0	1	2	3	4	5	6

Section D: Psychological capital

Please note 1= Strongly disagree; 2=Disagree; 3= Somewhat disagree; 4= Somewhat agree; 5= Agree; 6= Strongly Agree

		Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Agree (5)	Strongly Agree (6)
D1	I feel confident analyzing a long-term problem to find a solution	1	2	3	4	5	6
D2	If I should find myself in a jam at work, I could think of many ways to get out of it	1	2	3	4	5	6
D3	When I have a set back at work, I have trouble recovering from it, moving on	1	2	3	4	5	6
D4	I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems	1	2	3	4	5	6
D5	I am confident in my performance that I can work under pressure and challenging circumstances	1	2	3	4	5	6
D6	I feel confident that I can accomplish my work goals.	1	2	3	4	5	6
D7	I'm optimistic about what will happen to me in the future as it pertains to work. (+)	1	2	3	4	5	6
D8	At work, I always find that every problem has a solution.	1	2	3	4	5	6
D9	I believe that all the problems occurring at work always have a bright side.	1	2	3	4	5	6



D10	If I have to face with bad situation, I believe that everything will change to be better.	1	2	3	4	5	6
D11	I believe that success in the current work will occur in the future.	1	2	3	4	5	6
D12	I always stuck with the problem and found that the problem cannot do anything	1	2	3	4	5	6
D13	At the present time, I am energetically pursuing my work goals	1	2	3	4	5	6
D14	I have several ways to accomplish the work goal	1	2	3	4	5	6
D15	When I found that my performance appraisal was less than the expected goal, I am trying to find the ways to improve, and then start to do better	1	2	3	4	5	6
D16	Now, I feel that I am energetic to accomplish the work goal.	1	2	3	4	5	6
D17	When I set goals and plan to work, I will be concentrated to achieve the goal.	1	2	3	4	5	6
D18	I work as the goals set by the belief that “Where there is a will, there is a way”.	1	2	3	4	5	6
D19	I usually manage difficulties one way or another at work.	1	2	3	4	5	6
D20	I usually take stressful things at work in stride.	1	2	3	4	5	6
D21	Although my work is failed, I will try to make it success again.	1	2	3	4	5	6
D22	Although too much responsibility at work makes me feel awkward, I can go through to work successfully	1	2	3	4	5	6
D23	I am undiscouraged and ready to face with difficulties at work	1	2	3	4	5	6
D24	When I faced with disappointment at work, “I fell but I could quickly get through”	1	2	3	4	5	6

THANK YOU FOR TAKING TIME TO COMPLETE THIS QUESTIONNAIRE

205 Nelson Mandela Drive/Rylaan, Park West/Parkwes, Bloemfontein 9301, South Africa/Suid-Afrika
P.O. Box/Posbus 339, Bloemfontein 9300, South Africa/Suid-Afrika, T: +27(0)51 401 9111, www.ufs.ac.za



Enquiries: MZ Thango
Ref: Research Permission: N.K.Y. Feni
Tel. 082 537 2654
Email: MZ.Thango@fseducation.gov.za



education
Department of
Education
FREE STATE PROVINCE

97 Dawid Street
Upington
Paballelo
8800

Dear Miss N.K.Y. Feni

PERMISSION TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION: MOTHEO DISTRICT

This letter serves to inform you that you have been granted permission to conduct research in the Free State Department of Education within the Motheo Education District. The details in relation to your research project with the University of the Free State are as follows:

Topic: The effects of perceived organisational support and psychological capital on the psychological wellbeing of teachers in the Free State basic education sector.

1. **List of schools involved:** Dr Viljoen Combined School and Eunice Secondary school.
2. **Target Population:** One Hundred and Twenty Five Educators teaching at the selected schools.
3. **Period of research:** From the second week of February 2022 until 30 September 2022. Please note that the department does not allow any research to be conducted during the fourth term (quarter) of the academic year. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension. The researcher is expected to request permission from the school principals to conduct research at schools.
4. The approval is subject to the following conditions:
 - 4.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 4.2 A bound copy of the research document should be submitted to the Free State Department of Education, Room 101, 1st Floor, Thuto House, St. Andrew Street, Bloemfontein or can be emailed to the above-mentioned email address.
 - 4.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 4.4 The ethics documents must be adhered to in the discourse of your study in our department.
5. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 10/12/2021



education

Department of
Education
FREE STATE PROVINCE

Enquiries: MZ Thango
Ref: Notification of research: N.K.Y. Feni
Tel. 082 537 2654
Email: MZ.Thango@fseducation.gov.za

District Director
Motho District

Dear Mr. Moloi

NOTIFICATION OF RESEARCH: PERMISSION TO CONDUCT RESEARCH PROJECT IN MOTHEO DISTRICT

This letter serves to inform you that Miss N.K.Y. Feni has been granted permission to conduct research in the Motheo District under the auspices of the University of the Free State. The details in relation to the research project are as follows:

Topic: The effects of perceived organisational support and psychological capital on the psychological wellbeing of teachers in the Free State basic education sector.

1. **List of schools involved:** Dr Viljoen Combined School and Eunice Secondary school
2. **Target Population:** One Hundred and Twenty Five Educators teaching at the selected schools
3. **Period of research:** From the second week of February 2022 until 30 September 2022. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. The researcher is expected to request permission from the school principals to conduct research at schools.
4. **Research benefits:** The Free State basic education sector will be provided with recommendations on how the department can assist teachers to improve their psychological well-being during the Covid-19 pandemic that has tremendously affected the well-being of teachers. Moreover, it will ensure that the department supports teachers to be productive and engaged to provide the students with the best education irrespective of the nature of the pandemic.
5. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the Department.

Yours Sincerely,

Mr. MZAMO W. JACOBS
DIRECTOR: QUALITY ASSURANCE, M&E AND STRATEGIC PLANNING

DATE: 10/12/2021

RESEARCH NOTIFICATION. N.K.Y. FENI. 10 DECEMBER 2021. MOTHEO DISTRICT

Strategic Planning, Research & Policy Directorate Private Bag X20565, Bloemfontein, 9300 Thuto House, Room 101, 1st Floor, St Andrew Street, Bloemfontein