Psychological capital and individual work performance of public high school teachers in the Free State Province: The role of happiness

KEC Moagi

orcid.org/0000-0002-2134-7252

Mini-dissertation accepted in fulfilment of the requirements for the degree *Master of Arts in Human Resource Management* at the North West University

Supervisor: Mrs. A Ebrahim

Co-supervisor: Prof. E Botha

Graduation ceremony: June 2021

Student number: 10903518

DECLARATION

I **Keitumetse Esther Catherine Moagi**, declare that this dissertation titled Psychological capital and individual work performance of public high school teachers in the Free State Province: The role of happiness, is my own original work. All citations, references and borrowed texts have been duly acknowledged. This research has not previously been submitted to any other institution for degree or examination purposes.

DEDICATION

I dedicate this work to my lovely parents, Johannes and Rebecca Moagi and my son Katleho Moagi. It has been a difficult journey, but their support gave me courage and determination.

ACKNOWLEDGEMENTS

- I want to thank God, the Almighty, for giving me strength, health and wisdom to continue and complete this research.
- Many thanks to my supervisor, Mrs. Aysha Ebrahim and Co-supervisor Professor Elrie Botha for their patience and guidance throughout my research. I am extremely grateful for their time and support.
- I would like to acknowledge my amazing family. My parents Johannes and Rebecca Moagi, my son Katleho and my sister Koketso for your love, solid support and encouragement.
- I am grateful to Mrs. Elizabeth Bothma for her professional and knowledgeable statistical analysis and advice.
- A special thank you to Ms. Clarina Vorster for the professional language editing of this thesis
- Finally, I would like to extend my appreciation to my friends, my colleagues, and ex-colleagues. It is a great comfort to know that you had faith in me.

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CERTIFICATE OF EDITING

I, C Vorster (ID: 710924 0034 084), Language editor and Translator and member of the South African Translators' Institute (SATI member number 1003172), herewith declare that I did the language editing of a dissertation written by Ms. KEC Moagi (student number 23725869) from the North-West University.

Title of the dissertation: Psychological capital and individual work performance of public high school teachers in the Free State Province: The role of happiness

C Vorster

4 December 2020

C Vorster Date

SUMMARY

Title: Psychological capital and individual work performance of public high school teachers in the Free State Province: The role of happiness.

Keywords: Psychological capital; teachers; orientation to happiness; individual work performance; Broaden and Build theory.

Teachers are without a doubt the most critical members of our society. They play a significant role in the country's economic growth and the reason people succeed in the world. The profession requires commitment, dedication, and passion. Therefore, positive emotions are crucial in their field of work. Not many studies focused on positive behaviour and its impact on individual work performance of teachers. Most of the studies focused on the negative factors experienced by teachers. It appears that research on positive behaviour, specifically the relationship between psychological capital happiness and individual work performance from a cross sectional perspective is needed.

The study conceptualised psychological capital, happiness and individual work performance from a theoretical perspective and the review established that, limited research has been done on the relationship between psychological capital, happiness, and individual work performance in public high schools in South Africa.

The aim of the study was to investigate the relationship between psychological capital, happiness, and individual work performance amongst public high school teachers in the Free State province of South Africa. A cross sectional survey design was used with the sample (*N-260*) public high school teachers. Psychological capital questionnaire (i.e., self- efficacy, hope, optimism and resilience), orientation to happiness questionnaire (i.e., pleasure, meaning and engagement) and individual work performance (i.e., task performance, contextual performance and counterproductive behaviour) were used to measure the constructs. The specific objectives of the study were.

- To understand the relationship between psychological capital and happiness amongst public high school teachers in the Free State Province
- To understand the relationship between happiness and individual work performance amongst public high school teachers in the Free State province
- To understand the relationship between psychological capital and individual work performance amongst public high school teachers in the Free State Province and
- To investigate whether psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province

The results indicated that psychological capital had a significant relationship with happiness. There was a relationship between happiness and individual work performance. Psychological capital had a positive relationship with individual work performance. Inverse to what was expected, psychological capital had no indirect association with individual work performance through happiness. The results contribute to literature on the importance of psychological capital and happiness in the education sector.

Recommendations for future research were made.

CHAPTER 1

INTRODUCTION

This dissertation investigates the relationship between psychological capital, happiness and individual work performance amongst public high school teachers in the Free State Province of South Africa.

In order to achieve quality education in South African public schools, it is important that the educational sector implement workplace interventions that improve positive organisational behaviours of teachers. Additionally, Jansen (2007) indicates that quality education relies mainly on teachers doing what is expected in the classrooms, namely, educating leaners. It is for this reason that Kubberud et al. (1999) argue that the delivery of quality education depends on teachers working well. It can be argued that teacher performance can only be achieved once positive organisational behaviour of psychological capital and happiness that promotes healthy and productive employees are encouraged in schools (Hansen et al., 2015). As noted by Karakus et al. (2019) teachers with higher levels of psychological capital look positively at situations around them and are less impacted by the destructive effects of negative school experiences. Additionally, the presence of psychological capital has a positive effect on the employee's performance, job satisfaction, work happiness and work commitment (Youssef & Luthans, 2007).

This chapter presents problem statement, literature review on psychological capital, happiness and individual work performance. The general and specific research objectives, research hypothesis and method are explained. Lastly, the outline of the chapters is provided.

1.1 PROBLEM STATEMENT

Teaching is a profession that requires commitment, dedication and passion. According to Duncan (2015), teaching is an important profession that helps build nations and in

addition, the profession can be regarded as the mother of all professions of any country as it helps to pave way for a better future to our young generation. Aneja (2015) asserts that teachers play a role of moulding our students to better young men and women to become proud citizens of the country. The International Summit on the Teaching Profession (**ISTP, 2016**) indicates that the education system is rapidly evolving and has become unpredictable. This is seen by the new way of life on accelerated changes globally, the scientific discoveries and technological changes. Furthermore, ISTP (2016) indicate that, to meet these challenges, the education system requires high quality teaching to prepare students for this rapid and social and economic change to reach these goals. In the same context, The Department of Basic Education (2017) indicates that teacher performance plays a significant part in transforming the society. Although it is notable that teachers are key in instilling knowledge and transforming the society, they are still faced with various burdens and responsibilities (Vandeyar, 2010). Examples of these burdens include overloaded classrooms, the lack of proper infrastructure, a shortage of resources for teaching and learning, the lack of security in schools and dealing with complex student diversity in areas such as gender, age groups, race, language, cultural background and teaching needs (Mahlo, 2017; Meier & Hartell, 2009; Vandeyar, 2010). The responsibilities that teachers must deal with include planning for subjects, teaching and learning, student administration and various extracurricular activities such as sport, student counselling and career guidance (Nyamubi, 2017). Accordingly, Leke-ateh et al. (2013) indicate that the profession has become more complex as teachers are expected to design classroom instructions and use methods that meet the needs of diverse students. Notably, the amount of money allocated to the South African education system from the national budget is far more when compared to what is allocated in other emerging countries (Cohen, 2017). Adding to the argument above, the Centre for Education Policy Development (2009) reports that finances spent on the South African education system make

up 20 percent of the gross domestic product, yet the country performs poorly when compared with other African countries or similar developing countries. The report attributes this unsatisfactory educational performance to a shortage of teachers, underqualified teachers, and the poor performance of teachers (Centre for Education Policy Development, 2009). Some of the challenges affecting basic education in South Africa are evident through the high failure rate amongst matric students in public high schools because of primary school education (Equal Education, 2017). Writer (2017) indicates that, based on the statistics over the last ten years, the official matric average has been 69.7 percent, which is still below expectations. However, unofficially, some perceive that the actual national matric pass rate is 40.2 percent based on the figures of enrolled pupils in 2014 for Grade 10 compared to figures of pupils who wrote Grade 12 in 2016 (Evans, 2017). This unsatisfactory pass rate presents the need to find possible solutions to improve the situation in the country.

Student performance is determined, to a large extent, by the performance of their teachers. Tehseen and Hadi (2015) posit that teachers perform well and produce good results only if they are motivated, the environment is conducive, and there is administrative support, thus delivering quality education to students. On the same note, Education World (2013) asserts that authorities must give teachers space, nurture them, hold them to higher standards and provide tools for their success, Failure by the authorities to motivate teachers results in teacher dissatisfaction and poor learner performance. Enhancing positive traits and teachers' strengths will increase student satisfaction and allow them to achieve higher academic outcomes (Hansen et al., 2015). These insights show that the work performance of teachers is important in improving the pass rate of students in schools. It is also significant to consider positive work-related behaviours that teachers bring into the education system as these also determine their work performance.

Positive organisational behaviour focuses on human resource strengths and psychological capacities that influence performance improvement in organisations (Luthans, 2002; Luthans & Youssef, 2007). Kappagoda et al. (2014) suggest that employee performance is a crucial construct in an organisation, and it is important that managers understand factors influencing job performance. According to Luthans and Youssef (2007), positive organisational behaviour is the presence of psychological capacities of self-efficacy, hope, optimism and resilience which are dimensions of psychological capital. Furthermore, positive organisational behaviour describes happiness as one of the positive traits (Barling & Cooper, 2008). This provides motivation for further research studies to uncover how positive traits and psychological states may be achieved to improve work and organisational performance.

The research question of the present study is thus to determine the relationship between psychological, happiness and individual work performance amongst teachers. Therefore, the following research questioned were formulated:

- How is psychological capital, happiness and individual work performance and the relationship between these constructs conceptualised in literature?
- What is the relationship between psychological capital, happiness and individual work performance amongst teachers?
- Does the presence of happiness indirectly affect the relationship between psychological capital and individual work performance amongst teachers ?

Psychological capital and happiness are desirable positive work behaviours in the sense that, when these mental states have been achieved, an individual will be able to perform better at work, leading to improved motivation and productivity (Luthans & Youssef-Morgan, 2017; Wright, 2005).

In essence, the relationship between psychological capital, happiness, and individual work performance, with a view of understanding performance-related problems teachers face in South African high schools, to resolve research gaps available was what motivated the study. Previous teacher studies (Hansen et al. , 2015; Price, 2016; Redelinghuys, 2016) have concentrated on some of these constructs, but it appears that the relationship between psychological capital, happiness and individual work performance has received minimal research attention. In addition to the above, the purpose of this study was to test a conceptual framework that had not been examined in the context of the teaching profession in South Africa. The aim of this study was therefore, to investigate the relationship between psychological capital, happiness and the individual performance of public high school teachers in the Free State Province. The study was relevant to the province because Free State was ranked the top performing province in 2016 and 2017 in producing the best National Senior Certificate examination results (Masinga, 2018). It was further to, determine whether these positives were in any way linked to positive states such as psychological capital and happiness that were being investigated. Should the results show a positive relationship, then these findings could be generalised in the Free State province. Furthermore, the study aimed at supporting teacher development initiative, which is the important pillar of their Provincial Strategy which is to improve learner performance in the National Senior Certificate examinations. The study is anchored in the view that, if all is well with teachers, then students are likely to perform better.

1.2 LITERATURE REVIEW

The literature review focused on psychological capital, happiness and individual work performance, followed by the theoretical relationship between these variables.

Psychological Capital

Luthans et al. (2004) propose that psychological capital is part of the disciplines of human and social behaviour and comes from who the person is and not what or who they know. Psychological capital is characterised by capacities: self-efficacy, hope, optimism, and resilience.

According to Bandura (1977), *self-efficacy* refers to one's belief about their capabilities to succeed in every situation. It is for this reason that it can sometimes be confused with variables such as confidence, self-esteem, and optimism; however, it has a somewhat different meaning (Bandura, 1994). The high presence of efficacy enables individuals to tackle challenges in a positive manner and they put in more effort to perform the task (Avey et. al., 2009).

Hope is defined as "the sum of perceived capabilities to produce routes to desired goals, along with the perceived motivation to use those routes" (Snyder, 2000,p. 8). Hope enables individuals to be motivated and have positive expectations of the tasks at hand and also looking for the best pathway in the process (Avey et al., 2008). Youssef and Luthans (2004) adds that hope has a positive impact on employees work happiness, organisational commitment, and satisfaction at work.

Optimism is defined as how individuals think of the causality of an event (defeat is temporary and expectations for the future are positive) (Lopez & Snyder, 2009). Hojat et al. (2015, p.12) define optimism "as a powerful cognitive filter that can influence an individuals' views of events and their adaptations and reactions to events". An optimistic employee can persevere and confront obstacles with persistence and pervasiveness (Caver & Scheier, 2002).

Lastly, *resilience* is defined as a pattern of positive adaptation in the face of significant adversity or risk. It is the ability to adapt to adversity or negative events constructively and positively (Compton & Hoffman, 2013). Luthans (2002, p.702) postulates that "resilience is a positive psychological capacity to rebound, to bounce back from adversity, uncertainty, conflict, failure or even positive change, progress and increased responsibility". Resilient individuals have positive coping mechanism depicting their ability to manage demanding situations (Baumgardner & Crothers, 2010).

The four dimensions of psychological capital are measurable, open to development, and can be changed to make organisations more efficient (Luthans & Youssef-Morgan, 2017). Furthermore, psychological capital contributes positively to organisational outcomes, such as individual attitudes, behaviours, happiness, and organisational performance (Luthans et al., 2007).

Happiness

There are several approaches that define happiness. The two most known is the hedonic view of happiness as pleasant feelings and favourable judgments versus eudaimonic view of happiness relating to doing what is true to oneself, meaningfulness, ethically right and what is good (Ryff & Singer, 2008). Hedonistic viewpoint or a subjective well-being refers to how and why people view their lives in a positive way, including both cognitive judgement and affective reactions (Diener, 1984). Eudaimonic perspective indicate that happiness is a multidimensional structure and does not only focus on life satisfaction and a combination of positive and negative effects (Saricaoglu & Arslan, 2013). Seligman (2002) in his theory authentic happiness, propose three orientations of being happy: the pleasant life, the engaged life, and the meaningful life. The authentic theory is based on the hedonic and eudaimonic aspects of well-being. Furthermore, Peterson et al. (2005), define *pleasure* as how the

individual enjoys and experiences a positive life, *engagement* refers to completely involving yourself in activities and *meaning* suggests being involved in activities that contribute to the good of people (Vella-Brodrick et al., 2009), thus performing better at work.

Individual Work Performance

Performance includes outcomes of employees' actions based on their experience and capabilities (Dahkoul, 2018). Job performance refers to actions that people engage in at work that contribute to the organisation's overall functioning (Campbell & Wiernik, 2015), and a measure of the results of both quality and quantity in the performance of activities in compliance with the duties assigned by the organisation (Pratama & Aima, 2018). Bataineh (2017) highlights performance of employees, as a combination of the efficiency and effectiveness of daily tasks employee brings to meet organisational objectives. The different conceptualisations of job performance therefore view job performance as a multidimensional concept consisting of two distinct behavioural groups that each individually contribute to overall job performance, namely task performance and contextual performance (Borman & Motowidlo,1997; Koopmans et al., 2011).

It was through the work of Bornman and Motowildo (1997) that a theoretical framework, with four dimensions of individual work performance emerged. The dimensions were: task performance, adaptive performance, contextual performance, and counterproductive behaviour developed by Koopman et al., 2011. Later, Koopmans (2015) reviewed individual work performance to three dimensions, task performance, contextual performance, and counterproductive work behaviour . Taris and Schaufeli (2014) defines *task performance* as a proficiency (competency) that enables an employee to perform central tasks or a degree to achieve central goals. It refers to both the level of productivity and quality produced by employees. *Contextual performance* denotes individual behaviours which have to sustain the

organisational, social, and psychological environment. This relates to non-job-specific task proficiency, extra role performance or organisational citizenship behaviour (Borman & Motowildo, 1993) and employee performs activities voluntarily, performs activities that are not part of the job description and helps and cooperates with other employees to get tasks done (Borman & Motowildo, 1997). *Counterproductive work behaviour* is characterised as negative behaviour that affects the well-being of the organisation. Spector and Fox (2002) state that such harmful behaviour can be towards the employees or the organisation and includes aggression, hostility, doing tasks incorrectly and sabotage. These authors further suggest that counterproductive work behaviour can either be active performance (such as when an employee yells at his/her supervisor) or passive performance (such as when an employee withdraws from work).

The Relationship between Psychological Capital, Happiness and Individual Work Performance

In South Africa, there is still a need to further develop the body of existing literature on the link between psychological capital, happiness, and individual performance of teachers. For instance, a study by Luthans et al. (2005) examined the relationship between Chinese workers' positive states and overall psychological capital with their performance. The results showed that positive organisational behaviour states of hope, optimism, resilience and self-efficacy are positively related to performance outcomes. Similarly, the study of Jafri (2013), found that an increase in performance corresponds with increases in psychological capital. This implies that the degree of psychological capital amongst teachers can impact positively on their performance at school. Another study by Jalali and Heidari (2016) which focused on the relationship between happiness and performance amongst primary school teachers, found a significant and positive relationship between happiness and job performance. The study

further suggested that a happy individual thinks positively and can solve minor and major problems. Youssef-Morgan and Luthans (2014), directed attention to a conceptual review of psychological capital and well-being and they concluded that tangible performance outcomes are because of the psychological capital and well-being experienced by employees. Contrast to the studies above, Hansen et al. (2015) produced unusual results, which revealed that, as the level of subjective well-being amongst teachers increased, their levels of psychological capital decreased. Therefore, the study argue that psychological capital and happiness are significant traits for the performance of teachers.

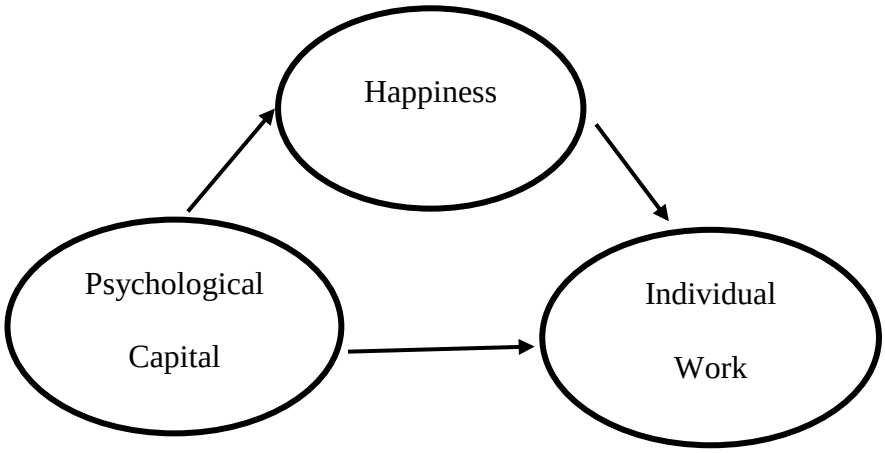
Past studies on teachers focused on the effects of job crafting on subjective well-being amongst South African high school teachers (Peral & Geldenhuys,2016); psychological capital, subjective well-being, burnout and job satisfaction amongst teachers (Hansen et al., 2015); the relationship between well-being indicators and teacher psychological stress in Eastern Cape public schools in South Africa (Vazi et al., 2013); and flourishing of teachers in secondary schools (Redelinghuys, 2016). It can be argued that the focus of these previous studies was only on the well-being and psychological capital of teachers. In view of these, the conceptual model tested in this study focused on three constructs, namely psychological capital, happiness, and individual work performance as it has never been examined in the context of the teaching profession in South Africa.

Based on the above, the relationship between the three variables and how they relate and influence teachers' performance in South Africa is conceptualised and presented in the conceptual model in Figure 1.1. The model development was motivated by Fredrickson (2001) Broaden and Build Theory of Positive Emotions which suggest that "positive emotions appear to broaden peoples' momentary thought-action repertoires and build their enduring personal resources", which may lead to high levels of well-being and positive

functioning at work (Fredrickson, 2013). Luthans and Youssef-Morgan (2017) indicate that positive personal resources can be referred to as psychological capital. The model shows that psychological capital is the input variable which leads to happiness. In turn, happiness contributes to the outcome variable which is individual work performance. The model test whether there is a relationship between psychological capital, happiness, and individual work performance and whether that relationship is positive or negative.

Figure 1. 1

Proposed Structural Model Framework for the Relationship between Psychological Capital, Happiness, and Individual Work Performance.



1.3 EXPECTED CONTRIBUTION OF THE STUDY

Contribution for the Organisation.

The primary organisation in this study was public high schools. The results of this study will be an important source of information regarding how psychological capital, happiness and work performance may be improved amongst teachers. To managers in public high schools who wish to make a diagnosis of problems regarding individual work performance, this study offers a solution. It proposes that such problems may perhaps be resolved by increasing both happiness and psychological capital amongst teachers, which will

lead to better work performance, teacher-student relationships, possibly an improvement in pass rates, as well as the reputation of the schools. Gruman (2013) indicates that reinforcement of psychological capital in organisations, promotes happiness amongst employees and supports a healthy culture, thereby achieving excellent performance. This implies that organisation can include these positive traits into their recruitment strategies, training and development and performance management. Thus, if teachers possess such states and traits, it will result in improved productivity.

Contribution for Industrial-Organisational Literature.

The goal of this study was to add to the literature on Human Resources Management to understand whether improving psychological capital and happiness within the organisation would have a positive effect on individual performance. This as such can reinforce those factors that contribute to sustained employee motivation and commitment, thereby combatting the challenges of individual work performance by developing and implementing appropriate strategies that would facilitate positive psychological capital and happiness.

Contribution for the individual.

This study will enable individual teachers to understand how psychological capital and happiness influence their work performance. It will be important for teachers to be aware of their psychological states, as these are positively related to individuals' thinking and in turn their performance at work. It will broaden teachers' view and enable them with the development of personal resources. Fredrickson (2004) suggests that an individual capacity to broaden and experience positive emotions enhances an individual to grow and flourish.

1.4 RESEARCH OBJECTIVES

1.4.1 General objective.

The general aim of the study was to investigate the relationship between psychological capital, happiness, and individual work performance amongst public high school teachers in the Free State Province of South Africa.

1.4.2 Specific objectives.

- To conceptualise psychological capital, happiness and individual work performance from a theoretical perspective
- To understand the relationship between psychological capital and happiness amongst public high school teachers in the Free State Province
- To understand the relationship between happiness and individual work performance amongst public high school teachers in the Free State Province
- To understand the relationship between psychological capital and individual work performance amongst public high school teachers in the Free State Province
- To investigate whether psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province

1.5 RESEARCH HYPOTHESES

Based on the study, the following hypotheses were formulated:

H1: Psychological capital has a positive relationship with happiness amongst public high school teachers in the Free State Province

H2: Happiness has a positive relationship with individual work performance amongst public high school teachers in the Free State Province

H3: Psychological capital has a positive relationship with individual work performance amongst public high school teachers in the Free State Province

H4: Psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province

1.6 RESEARCH DESIGN

1.6.1 Research approach.

This research adopted a quantitative cross-sectional design to achieve the goals of the study and to reach a sufficient number of participants. The quantitative method was considered acceptable for this research, since the study was intended to test the relationship between different constructs, and it was important to generalise these findings to other populations (Kayrooz & Trevitt, 2005) of teachers across South Africa. A cross-section survey design, in which information is collected to draw inferences about a population of interest at a particular point in time, was used in the collection of primary data. This type of design was appropriate for this study because it enabled the collection of data and made it easier to approve or disapprove of hypotheses (Sedgwick, 2014).

1.6.2 Research method.

The research method was presented in two phases: the literature review and the empirical study. Presentation of results were in the form of an article.

1.6.3 Literature review.

Phase one focused on previous studies on psychological capital, happiness and individual work performance from both the international and South African contexts. Literature was gathered using computer databases such as Optentia, Google Scholar, Research Gate, Wiley Online Library, South African Publications and Google books, Science Direct, Sabinet and Ebscohost. Journals articles related to the topic such as *Journal of Psychology, Journal of Industrial Psychology, Journals of Economic Management, Journals of Human Resources, Journals of Social Science, Journals of Positive Psychology, Journal of Applied Psychology, South African Journal of Education, Journal of Occupational and Environmental Medicine and Journals of Organisational Behaviour* were also used.

1.6.4 Research participants.

Respondents were composed of public high school teachers drawn from the Department of Education in the Free State Province, ranging from the age of 21 to 60 years. The sample was gathered through non-probability convenience sampling, focusing on the top three districts that performed best in the province. Non-probability convenience sampling indicates participants who are readily available and keen to participate in a study (Creswell, 2014). The sample size was a minimum of 10 percent of the population size and the study focused on predominantly black township public high schools, with an exclusion of educational staff such as principals, private school teachers and teachers from physical and mental impairment schools.

1.7 MEASURING INSTRUMENTS

1.7.1 Biographical information.

Participants were requested to complete the biographical questionnaire in order to gather information about their age, race, gender, years of experience and the highest level of education in order to understand their diverse characteristics.

1.7.2 Psychological capital questionnaire.

Psychological capital was measured using the Psychological Capital Questionnaire (Luthans, Avolio, Avey, & Norman, 2007). The Psychological Capital Measurement Scale consists of four dimensions, namely self -efficacy, hope, optimism, and resilience. The questionnaire had 24 items. Each dimension consisted of six items developed by Luthans. The Psychological Capital Questionnaire was scored using a six-point Likert scale, varying from strongly "agree" (6) to "strongly disagree" (1). The dimension example for self-efficacy is "I feel comfortable contributing to discussions about the companies' strategies", for hope "If I find myself in a jam, I could think of ways to get out of it", for resiliency "I usually take stressful things at work in stride" and for optimism dimension "I always look on the bright side of things regarding my job". The four dimensions had acceptable reliabilities as measured by Cronbach's alpha, which should be above 0.70 (Eisinga et al., 2013). In a previous study by Luthans et al. (2007) self-efficacy had a Cronbach's alpha value of 0.72, hope had 0.75, optimism had 0.80 and resilience had 0.79.

1.7.3 Orientation to happiness questionnaire.

Happiness was measured using the Orientation to Happiness Questionnaire developed by Peterson et al. (2005). The scale, which measured an individual's orientation to happiness

by the pursuit of pleasure, engagement and meaning, consisted of six items per subscale with 18 items in total. The scale rating was on a 5-point Likert scale which ranged from 1 = “not like me at all” to 5 = “very much like me”. The Orientation to Happiness Questionnaire had statements such as “life is too short to postpone it can provide”, “my life is closely to my ideal” and “the conditions of my life are excellent.” The instrument had favourable psychometric properties which included acceptable reliability. Cronbach’s alpha value for pleasure is 0.84, for engagement 0.77 and for meaning 0.88 (Peterson et.al, 2005).

1.7.4 Individual work performance questionnaire.

Individual Work Performance was measured using a reviewed Individual Work Performance Questionnaire (IWPQ) developed by Koopmans (2015). Individual Work Performance consisted of three dimensions, namely task performance, contextual performance, and counterproductive work behaviour. The questionnaire had 18 items which were scored using a five-point Likert scale, varying from 5 = “always” to 1= “never”. An example item for task performance would be “I was able to plan my work so that I finished it on time”, for contextual performance dimension “I took on extra responsibilities” and for counterproductive work behaviour “I made problems at work bigger than they were”. The psychometric properties of the IWPQ had been tested and results indicated excellent internal consistency of 0.78 for task performance, 0.85 for contextual performance and 0.79 for counterproductive work behaviour (Koopmans et al., 2011).

1.8 RESEARCH PROCEDURE

Application for ethical clearance to perform the study was made through the Department of Education, Executive Director: Human Resources, for authorisation to administer the instruments. The context and purpose of the study were clearly explained,

requesting voluntary participation, and ensuring confidentiality of participation (information would not be shared). The questionnaire included a cover letter explaining the purpose of the research and a description of the questionnaire, including a consent form outlining the purpose and objectives of the study and details on the rights of the participants. The researcher distributed questionnaires to the participants in person. The questionnaire took about 35 – 40 minutes to complete. The researcher spent a month on distributing and collecting questionnaires from the participants.

1.9 STATISTICAL ANALYSIS

Data was analysed using the latest version of the Statistical Package for Social Sciences SPSS 25.0 (IBM Corporation, 2020) and Mplus 8.4 (Muthén & Muthén, 1998-2020). Demographic details of respondents were analysed using descriptive statistics, namely frequencies and percentages. Other descriptive statistics such as the mean, standard deviation, kurtosis and skewedness of values were also calculated. Composite reliability was used for testing internal consistency. Franzen (2013) defines reliability of research as the level of consistency or stability in the values of the scores that an instrument elicits. The recommended threshold for Composite Reliability is 0.70 (Fraering & Minor, 2006).

Validity is concerned with the integrity of the results that are produced by a research piece (Bryman, 2015). Bryman (2015) also states that it is possible to determine the validity of the instruments by testing their face, content and construct validity. In this research, face validity was established by the analysis of the questionnaire by experts in the field of industrial psychology at the North-West University in South Africa.

The structural equation modelling technique (SEM) was used to test the proposed hypotheses. The proposed hypothesis was tested using latent variable modelling to test the

measurement and structural models. To assess the model fit, indicators that included the Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI) and the chi-square test were used. Cangur and Ercan (2015) suggest that values of CFI and TLI are deemed acceptable if they are 0.90 and above and RMSEA and SRMR values that are 0.08 and below indicates a close fit between the model and the data. The WLSMV estimate was used for estimation of categorical data as it was proposed to be excellent on ordinal response variable employed on a latent variable study (Muthén, Du Toit, & Spisic, 1997).

To investigate the indirect effect, the model indirect effect was specified in Mplus to determine whether happiness indirectly affected the relationship between psychological capital and individual work performance (Rucker et al., 2011). To measure the extent and significance of the indirect effect of happiness, the bootstrapping resampling option was used and set to 1000 samples (Hayes, 2009).

1.10 ETHICAL CONSIDERATIONS

An application for a survey was sent to the North-West University Ethics Committee for approval. In addition, authorisation was sent to the Free State Department of Education for the administration of questionnaires to high school teachers. Before performing the survey, participants completed a consent form that clearly described the procedures and the purpose of the study. Permission to conduct research was obtained from the Department of Education in the Free State Province prior to the commencement of data collection. It was made clear that participation was voluntary, and it was explained that their information would be kept confidential. Participants were told that they would be able to withdraw at any point if they felt that the research would affect them in any way. The researcher informed the participants that the results of the study could be accessed upon request.

1.11 CHAPTER DIVISION

The research culminated in the development of a comprehensive research report document or dissertation. It was also envisaged that two articles from this dissertation would be submitted for publishing. The first article is a theoretical paper based on Chapter 2 of the dissertation. The second article reports on the empirical results and is based on the entire dissertation. The chapters in the final dissertation are classified as follows:

Chapter 1: Introduction and background

Chapter 2: Literature review (Article 1)

Chapter 3: Empirical research (Article 2)

Chapter 4: Conclusions and recommendations

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CHAPTER 2: Article 1

Psychological Capital and Individual Work Performance of Public High School Teachers in the Free State Province: The Role of Happiness

Abstract

Positive organisational behaviour focuses on human resource strengths and psychological capacities that influence performance improvement in organisations. Therefore, it becomes important to understand the concept of psychological capital, happiness, and its influence on individual work performance amongst teachers. The aim of the study was to conceptualise the relationship between psychological capital, happiness, and individual work performance amongst public high school teachers. This article followed a systematic literature review, and the main focus was on studies relating to the association between psychological capital, happiness, and individual work performance. Literature was gathered using computer databases such as Optentia, Google Scholar, Research Gate, Wiley Online Library, South African Publications, Science Direct, Sabinet, Ebscohost and Journal articles related to the topic. The reviewed literature revealed that psychological capital and happiness impact positively on individual work performance. This indicates that organisation can promote these positive traits in their business strategies. This study also adds to the literature on Human Resources Management with regard to organisational development and performance management.

Keywords: Psychological capital; teachers; orientation to happiness; individual work performance; Broaden and Build theory

INTRODUCTION

A question is posed “What would a country be without an educational system?” The role of education is imperative to the success of any country, institute, organisation. Education allows for knowledge to be learned and passed on to others. “Education gives us a knowledge of the world around us and changes it into something better” (Doumbia, 2013, p.1). According to Lungu (2015) the main objective of education is to enhance a multi-dimensional development and training of healthy, effective, and responsible individuals. However, South Africa still faces a few tough challenges in the educational system. The current proposed curriculum of the educational system has changed from the Bantu education, which is called the traditional way of teaching, to the new way of teaching called Outcome Based Education (OBE) model (DOE, 1997). OBE came into play with the aim of improving the quality of education as opposed to the post-apartheid educational system (Botha, 2002).

The OBE or Curriculum 2005 involves “sophisticated educational concepts that require better-skilled teachers than were produced in South Africa under the Bantu education system as well as resources most schools cannot afford” (Ramdass, 2009, p.126).

The OBE model faces many challenges as it requires practical examples and online information which make it difficult for some public schools and teachers to reach due to lack of resources (Maarman and Lamont-Mbawuli, 2017). Teachers and learners lack educational resources, such as books, computers and general academic support from school. Additionally, when learners are required to do their homework or a project, they cannot get assistance due to uneducated parents (Ndebele, 2018). The OBE model also requires that teachers adapt to a leaner centred approach and they should possess necessary skills and knowledge to enable learners to achieve their goals and objectives (Killen, 2000). In the same context, Chisholm (2005) indicates that there is inadequate orientation, training and development of teachers

which makes it difficult to implement. Maddock and Maroun (2018) state that teachers often choose occupations for no other purpose than the only choice open to them. Insufficient and inexperienced teacher preparation, little to no practical participation in classrooms or schools and an unstable teaching and learning environment all contribute to the challenges of the OBE model.

The other challenge is teachers been left to cope with disruptive behaviour by pupils. Nene (2013) points out that violence and indiscipline have become serious obstacles to the culture of teaching and learning in schools. Schools have become war zones. There are acts of high violence, physical and sexual abuse, no counselling services and school management has become intolerant towards pupils (Maree, 2000; Mncube & Madikizela-Madiya 2014; Moloi,2002). Additionally, the provision of free and compulsory education has seen teachers been faced with a huge number of pupils to attend to in a class (Marais, 2016). Koc and Celik (2014) indicate that smaller classes provide a better teaching and learning environment. Moreover, it does not only have an obvious positive effect on student achievement, but it also reduces the workload of teachers and makes them more excited about teaching resulting in them genuinely enjoying their jobs.

Although teachers are faced with all these challenges, the quality of education plays a huge role in the development of the South African economy (Armstrong; 2015; Jackson et al., 2006) and student performance is determined to a large extent by the performance of teachers.

The question remains, considering the demands and pressures experienced by teachers, how are they able to maintain confidence in class and continue to teach despite challenging tasks (self- efficacy) and how do they exert efforts in succeeding in their jobs now and in the future (optimism). Moreover, how do they strive towards achieving results in teaching, are they able to direct paths and goals (hope) and bounce back, even when they are faced with

problems and adversity in schools (resilience), to still produce good results (Luthans et al., 2007).

Tehseen and Hadi (2015) indicate that teachers perform well and produce good results only if they are motivated, thus delivering quality education to students. In addition, failure by teachers to meet their expected levels of performance at work results in dissatisfaction and poor performance amongst students which will likely result in student turnover intentions or lack of interest in a subject (Alwahaibi et.al., 2019; Tehseen & Hadi, 2015). Enhancing positive attributes and the strengths of teachers would increase satisfaction among students and enable them to achieve higher academic results (Hansen et al., 2015). These insights show that the work performance of teachers is important in improving the pass rate of students in schools. It is also significant to consider positive work-related behaviours that teachers bring into the education system as these also determine their work performance.

Therefore, the following chapter looks at psychological capital as a positive emotion linked with happiness as an important resource to support the individual work performance of teachers. It is even more relevant because positive emotions provide teachers with psychological capital-self-efficacy, hope, optimism and resiliency needed to better perform their duties. This will inevitably lead to positive experiences of teachers (Luthans & Youssef-Morgan, 2017).

The aim with this chapter is therefore to provide insights into the concepts of psychological capital and happiness, as positive emotions and how they broaden and build teachers' momentary thoughts, therefore leading to teachers performing well in their jobs.

LITERATURE REVIEW

Psychological Capital

Psychological capital is the highest core construct order which integrates numerous positive organisational behaviour capacities synergistically (Luthans & Youssef, 2004; Luthans et al., 2007). Luthans et al. (2015, p. 2) define Psychological Capital as "an individual's positive psychological state of development that is characterised by: (1) having confidence (efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future;(3) persevering toward goals and when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success".

Self-efficacy

Self-efficacy is theorised from four primary sources: mastery experiences, vicarious experiences, social persuasions, and emotional arousal (Bandura, 1997). Furthermore, mastery experience is a psychological state where an individual believes in his/her own capabilities to succeed in any situation, whilst vicarious experience comes from observing other people succeed and evaluating ourselves into believing that we can succeed too. With verbal persuasion, an individual's self-belief is influenced by what others believe they can do and lastly, emotional arousal emphasise that individual positive moods enhance performance and capabilities (Bandura, 1995). This self-efficacy theory by Bandura (1977) indicates that the power of an individual to perform successfully with positive outcomes is a result of mastering the task, self-belief, encouragement or affirmation from others and positive thinking. A study by Bandura (2008, 2012) suggests that self-efficacy is the root of human

motivation, well-being and achievement and that it influences the thought styles of individuals, perceptions of performance, how they view opportunities and obstacles, emotional life and stress and depression vulnerability. Therefore, this suggests that teachers can be taught to believe in themselves, can be assigned mentors that they can look up to and can be given recognition and affirmation from their leaders.

Optimism

Martin Seligman indicates in his book, "*Learned Optimism*", that the skill of optimism is not learning to say positive things about yourself or making positive statements about yourself. He indicates that, what is crucial, is for one to learn to use the power of non-negative thinking when he or she fails (Seligman, 1996). *Optimism* is a cognitive construct (being hopeful and confident about the future) associated with motivation (Carver & Scheier, 2014). Optimism is based on the self-regulation model, which suggests that self-regulation is part of the goal setting, execution, and efficient achievement of goal-oriented action in conjunction with motivational and behavioural mechanisms (Carver & Scheier, 1998). Self-regulation is linked to behaviour control and attention control and is known to be the ability to keep one's attention focused on a given target amid distractions (Diehl et al., 2006). Carver and Scheier (2014) indicate that optimistic people always exert effort. This implies that teachers who are optimistic exert effort and are confident about the future, despite distractions.

Hope

Snyder et al. (1991) denote that hope refers to one's act or motivation of striving towards achieving results. Snyder et al. (2003) further indicate that hope comprises of two actions, which are (1) capacity to execute and attain goals (agency thinking) and (2) being

capable to create ways to achieve those goals (pathway thinking). Youssef and Luthans (2007) suggest that the two components of hope are related with other positive psychological capacities of optimism, but the agency and pathways are characteristic components of hope. The two components should be present for the individual to have the will and to accomplish tasks (Luthans et al., 2008).

Hope in organisations can be beneficial as employees who portray high levels of hope clearly have defined goals. This enables the individual to become more aware of work performance and they put effort into find solutions to their problems before blaming others (Adams et al., 2002). This suggests that, for teachers to achieve their desired results, they need to have the will to accomplish their goals and a way to achieve such goals.

Resilience

Resilience is described as an individual's ability to bounce back in time of adversity, conflict, progress, increased responsibility and failure or even positive events (Seligman, 1998; Luthans, 2002). Additionally, Amabile (1996) suggests that innovation behaviour and creative thinking depend on characteristics of your personality to bounce back from adversity. Youssef and Luthans (2007) suggest that resilience allows not just to reactive recovery, but also proactive learning and development through challenge-setting. This implies that teachers who are resilient will have the ability to respond to the pressures and demands of their work.

Happiness

Employees who are happy are known to better understand their roles and responsibilities, as well as being actively involved in their tasks and feel involved and responsible (Awada & Ismail, 2019). Emotions theory by Staw et al. (1994) indicates that

employees' emotional states affect their productivity and that positive emotions lead to motivation hence more productivity and organisational citizenship (Isen and Baron, 1991). Kerns and Ko (2010) states that happiness and performance influence the success of any organisation and the impact of happiness improves productivity in the organisations, thus ensuring that employees' psychological capital is optimally utilised (Awada & Ismael, 2019).

Psychologists describe happiness as subjective well-being in the context of general satisfaction or high average rates of comfort of our own lives (Martin, 2007).
Diener (1984) describes happiness from a hedonistic viewpoint or a subjective well-being as how and why people view their lives in a positive way, including both cognitive decision and affective reactions. Hedonic views of happiness deal with subjective happiness and experiences of pleasure as opposed to displeasure (Ryan & Deci, 2001). According to Kahneman et al. (1999), hedonic happiness is a subjective well-being that includes cognitive components that are evaluated in terms of life satisfaction and the presence of positive emotions rather than negative emotions. The hedonic view supports the significant value of enjoyable activities to achieve a healthy life with the goal of enhancing pleasure and minimising pain (Vella-Brodrick et al., 2009).

On the other hand, Saricaoglu and Arslan (2013) describe happiness from a eudaimonia perspective and indicate that happiness is a multidimensional structure and does not only focus on life satisfaction and a combination of positive and negative effects. Eudaimonia proposes that living a life of virtue and actualising one's inherent potentials is the way to well-being (Delle Fave et al., 2011). Henderson and Knight (2012) indicate that "eudaimonic approaches also emphasise that well-being and happiness are on-going processes, not end states".

Happiness is also explained by the orientation to happiness theory (Peterson et al., 2005). Orientation to happiness is an integration of hedonic and eudaimonic perspectives to happiness. According to Peterson et al. (2005), happiness may be experienced through three different orientations: (1) pleasant life (experiencing pleasure), (2) good life (encompassing engagement) and (3) meaningful life (reflecting meaningfulness).

Pleasant life

The first path to happiness is experiencing positive emotions (pleasure) which is well-defined as a hedonic approach to happiness. This experience of positive emotions is normally mentioned in everyday conversations when people indicate that they are happy (Seligman et al., 2004). There appears to be a positive association between long-term levels of positive emotions and aspects of well- being when you experience frequent positive emotions (Schueller & Seligman, 2010). Seligman et al. (2004, p.1380) indicate that "within limits, we can increase our positive emotions about the past (e.g., by cultivating gratitude and forgiveness) our positive emotion about the present (e.g., by savouring and mindfulness) and our positive emotion about the future(e.g., by building hope and optimism)". This suggests that, if teachers are optimistic and hopeful, they will experience positive emotions.

Engaged life

The engaged life includes the capacity to contribute in and make associations with work, intimate connections, and leisure activities. Within the engaged life, we are not confined people, drifting on a self-imposed island of estrangement, but we are positively engaged with the world around us (Seligman, 2002). Furthermore, Seligman believes that increasing life engagement includes recognising own signature strength and after that, putting them to use.

In the work environment, Mendes and Stander (2011) define engagement as a feeling characterised by vigor, dedication and absorption. Towers Perrin consultants (2003) describe engagement as emotional and logical factors related to work and overall work experience. Another study by Aon Hewitt (2012, p.5) describes engagement as a state of emotional and intellectual involvement that motivates employees to do their job. This suggests that engaged teachers will be positive towards their work, find their work fulfilling and will experience a sense of personal accomplishment from their jobs.

Meaningful life

The meaningful life includes a profound sense of fulfilment that comes from utilising our gifts within the benefit of the more prominent great and in ways that help the lives of others or that make the world much better (Seligman et al., 2016). George and Park (2017, p.208) highlight that meaning in life is a "multidimensional construct with three aspects: comprehension (degree of coherence and understanding experienced regarding one's life), purpose (extent of being directed and motivated by valued life goals) and mattering (extent of experiencing one's existence as significant, important, and of value in the world)". In addition, people who experience meaning in life have a better understanding of the path in their lives and the ends to which they are aspiring. They dedicate themselves to their goals, are interested in life and feel driven and focused on their objectives(Geldenhuys et al., 2014; Van Wingerden & Van der Stoep, 2018). This suggests that teachers experiencing meaningful life will be able to cope (self- efficacy), handle uncertainty with their work (hope and optimism) and feel motivated (resilience) to continue with their everyday life at work, thereby enjoying quality work life. Sumathi and Velmurugan (2017) indicate that enhancing quality of work life in an organisation could achieve a heightened job satisfaction, engagement, and increased performance.

Individual Work Performance

Individual work performance is based on the skills, expertise, efforts, and abilities of employees that lead to improved productivity and meeting organisational goals (Dahkoul, 2018).

Individual work performance is defined as individual's behaviours or actions appropriate for the attainment of organisational goals and they are under the control of the individual (Koopmans et al., 2014). In the review of individual work performance by Koopmans et al. (2011), adaptive performance was identified as another dimension to measure individual work performance, but later contextual performance and adaptive performance dimensions were merged as it was found to be an overlap of items in both dimensions (Koopmans, 2015). Adaptive performance is referred to an individual's ability to adapt to new job conditions or requirement (Koopmans et al., 2011). Pulakos et al. (2000) state that adaptive performance has six dimensions which include: (1) being able to solve problems creatively during changing times (2) dealing with uncertain and unpredictable work situations (3) learning work tasks, technologies and procedures (4) demonstrating interpersonal adaptability (5) demonstrating cultural adaptability and (6) demonstrating physically orientated adaptability.

Following a clear conceptual structure for individual work performance, Koopmans (2015) identified the possible IWP measures through empirical literature, an existing questionnaire, and an expert interview. Based on the conceptual grouping of the various aspects of the work performance found in the literature, similarities were found between aspects of the individual work performance and the three broad aspects were notable. Koopmans (2015) provides the individual work performance dimensions: task performance, contextual performance, and counterproductive work behaviour.

Task performance which refers to competencies that one possesses to perform central job tasks. According to Conway (1999), task performance indicates an individual cognitive ability which is primarily facilitated by knowledge, skills and habits. Taris and Schaufeli (2014) adds that, task performance is a proficiency (competency) that enables an employee to perform central tasks or a degree to achieve central goals both at the level of productivity and quality produced by employees. Therefore, task performance is a contractual agreement between the employer and the employee to accomplish allocated duties (Pradhan & Jena, 2016). The study argues that , if teachers have this cognitive ability, they will complete their tasks as they would have the technical ability to do so and will keep abreast on changes in the education system and respond to students challenges regarding the topic they are teaching.

Contextual performance which denotes behaviours employees presents that support the organisational, social and psychological environment. This refers to non-job-specific task proficiency, extra-role performance or organisational citizenship behaviours (Borman & Motowildo, 1993). Such behaviours are performing in activities voluntarily, being involved in activities that are not part of the job description and cooperating with other employees to get tasks done (Borman & Motowildo, 1997; Reilly & Aronson, 2012).

In addition, Koopmans et al. (2013) define contextual performance as individual behaviours that support organisation, social and psychological environment, where the technical core is functional. Bakker et al. (2008) posit that contextual performance indirectly contributes to the performance of the organisation by promoting task performance. Contextual performance behaviour stimulates the organisational culture and creates a climate that enhances individual performance and organisational effectiveness (Pradhan & Jena, 2016). This behaviour implies that teachers will go beyond what is expected from them (task performance) and they will coach or mentor their colleagues who are finding it difficult to handle certain concepts in their tasks.

In contrast ,*counterproductive work behaviour* is a harmful behaviour that affects the well-being of the organisation. Spector and Fox (2002) indicate that counterproductive work behaviour can either be active performance (such as when an employee yells at his/her supervisor) or passive performance (such as when an employee withdraws from work). Such behaviour harms the interest of the organisation, it violates organisational standards and deters the organisation's objectives and goals (Chang & Smithikrai, 2010; Piccoli, 2013).

The Relationship between Psychological Capital, Happiness and Individual Work Performance

Psychological capital and happiness.

Research suggest that psychological capital is significantly associated with happiness (Avey et.al., 2010; Kawalya et.al., 2019). In a quantitative study by Erozkan et al. (2016) on the relationship between self-efficacy, self-esteem and subjective happiness of teacher candidates, the results indicated that self-esteem and self-efficacy were correlated with happiness in young adults. This study also revealed that self-esteem and self-efficacy explain happiness in a significant way. Gorsy (2018) studied the strength of association between optimism and happiness among working women and whether the group differences exist for happiness and optimism among women working in the public sector banks and in schools. The findings showed that happiness was strongly associated with optimism. Results also showed that working women who scored high on happiness were also high on optimism relative to those who fell short on both positive attributes. In addition, women bank employees were found to be high on happiness and optimism as compared to women schoolteachers. Kun and Gadanecz (2019) established that workplace well-being and happiness correlate with inner psychological resources, hope and optimism among Hungarian teachers. Therefore, when teachers experience happiness in the workplace, they are likely to

have a sense of control over their lives, exert effort and are motivated towards achieving results. Brouskeli et al. (2018) investigated Greek secondary teachers' resilience and occupational well-being. Findings were that teachers' resilience correlated positively with their occupational well-being. Furthermore, it was established that the urbanisation level of the school seemed to affect resilience as well as occupational well-being. Suburban and residential schools showed an average correlation with resilience and well-being among schoolteachers, whereas the mean of schools from big cities was low. From these studies, the current study can argue that employees' experiences of self-efficacy and optimism is associated with the hedonic view and, resilience is associated with the eudaimonic view of happiness.

In South Africa, Price (2016) examined the role of psychological capital as a mediator between perceived authentic leadership, work engagement and workplace commitment among schoolteachers. Psychological capital was significantly associated to teacher engagement and commitment to both school and teaching profession. Teachers with higher psychological capital appeared to be more committed and engaged. There was no significant association between psychological capital and the extent to which teachers regarded their principal as an authentic leader. Thus, psychological capital did not serve as a mediator between authentic leadership, engagement, and commitment. In contrast, Hansen et al. (2015) found a significant negative relationship between the subjective well-being (happiness) and psychological capital of teachers in the South African public school.

Happiness and individual work performance.

Empirical findings illustrate that happiness has a positive relationship with job performance (Bataineh, 2019; Hosie et al., 2012; Peiro et al., 2019; Redelinghuys et al., 2018; Santos & Kulathunga, 2016). It is evident from all these earlier studies that employee

happiness is a key aspect for employee performance. Studies by Jalali and Heidari (2016) with a sample of 330 participants, investigated the relationship between happiness, subjective well-being, creativity and job performance of primary school teachers in Ramhormoz City. The results showed that there was a significant and positive relationship between happiness and job performance amongst primary school teachers. A South African study by Redelinghuys (2016) found workplace flourishing to be positively related to in-role performance. The other results indicated a positive relationship between person fit and workplace flourishing and there was a negative relationship between intention to leave and workplace flourishing. This means that teachers who are happy may demonstrate behaviours that may lead to job performance. Moreover, their experiences of happiness may lead to high retention rate in schools. Happiness is also positively related to job crafting (Peral & Geldenhuys, 2016) and has a strong contrary relationship with stress (Vazi et al., 2013). Therefore, when teachers experience happiness in the workplace, they will be less likely to stress, they will adjust to their job demands and resources and most likely to be productive.

Psychological capital and individual work performance.

There is an increasing need among employees to build psychological capital to ensure positive work-related results as well as their well-being while preventing the adverse effects arising from the pressures and workload they encounter in the workplace within the educational sector (Burhanuddin et al., 2019). Several studies examined psychological capital and performance (Kappagoda et al., 2014; Palo, 2015; Peterson et al., 2011). Ngwenya and Pelser (2020) found that there is a significant positive relationship between psychological capital and performance. This is similar to studies by Luthans et al. (2005) that assert that positive organisational behaviour states of hope, optimism, resilience and self-efficacy and when combined, psychological capital is positively related to performance outcomes. A study

by Viseu et al. (2016) with 43 studies reviewed explored teacher motivation, work satisfaction and positive psychological capital and found that psychological capital is positively related to motivation and teacher effectiveness.

In their study, Karakus et al. (2019) found that the higher psychological capital is in teachers, the higher job performance is. Moreover, the results revealed that high levels of psychological capital of teachers suggest that they are likely not going to be affected by negative experiences at work and because of their positive experiences, they are committed, motivated and seldom intend to leave. Another study by Kurt and Demirbolat (2018) by means of structural equality modelling, found that teachers' psychological capital perception affects their job satisfaction and psychological well-being levels positively and predicts them significantly. Furthermore, job satisfaction had a partial mediator role in the relationship between teachers' psychological capital perception and their psychological well-being.

From the above literature, the study agues that the three constructs combined together will have a positive relationship amongst teachers in the public schools. Moreover, happiness will indirectly affect the relationship of psychological capital and employee performance of teachers.

Psychological capital, happiness, and individual work performance.

Positive organisational behaviour studies have explored how to apply human strengths, resources, and psychological capacities to enhance performance in the workplace. Research by Youssef and Luthans (2007) found that psychological capital components of hope, optimism and resilience have a positive effect on the employee's performance, job satisfaction, work happiness and work commitment. Furthermore, evidence has shown that high levels of psychological capital suggest low levels of exhaustion and disengagement

(Hansen et al., 2015). In addition, experiences of subjective well-being enable individuals to be content with life and experience positive emotions such as happiness and pleasure, rather than negative emotions such as anger and depression (Diener et al., 2002). Studies that explored the relationship between psychological capital, well-being and employee performance in the organisation are very few.

A study by Manalang (2019) investigated the relationship of psychological capital, happiness, and performance evaluations, and the study revealed that there was a strong relationship between the teaching performance and the psychological capital of the faculty members. Lastly, the results revealed a positive relationship with the happiness level and the teaching performance of the respondents.

In South Africa, Mbatha (2016) explored the relationship between psychological capital, subjective well-being and performance of professional nurses within the Uthungulu District Municipality in KwaZulu-Natal, South Africa. The main findings of this study indicated that both psychological capital and performance, as well as subjective well-being, were significantly related. The results also revealed that psychological capital was an important performance and subjective well-being predictor. Nurses high on psychological capital reported higher performance and subjective well-being than nurses with lower psychological capital levels. The study argues that, the presence of psychological capital and happiness of teachers will result in higher performance .Psychological capital is seen as a powerful driver for optimum employee engagement, employee happiness and employee performance (Fedai & Kapusuz, 2015). In addition, the positive effect of psychological capital in particular reduces negative feelings such as burnout or emotional exhaustion in organisations as workers become more engaged, happy with their employment and, as a result, there is improved performance. Thus, positive emotions play important role in performance of employees

The Broaden and Build Theory of Positive Emotions

The theoretical framework underpinning this research is based on the Broaden and Build theory of positive emotions by Fredrickson (1998). This theory states that "certain discrete positive emotions—including joy, interest, contentment, pride, and love - although phenomenologically distinct, all share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources(self-efficacy, optimism, hope and resilience)" (Frederickson, 2001, p.3). The theory suggests that experiences of positive emotions broaden the repertoire of momentary thinking action of people and with this recurrence of emotions, builds individual personal resources that contribute to physical and intellectual resources and social and psychological resources (Frederickson, 2001; Frederickson & Joiner, 2002; Frederickson, 2004). According to Frederickson (2004), positive emotions enable people to transform, to be creative, well-informed, resilient, socially integrated and to become healthy individuals. Positive emotions enhance psychological well-being and possibly even physical health by sustaining positive emotional experiences at appropriate times to cope with negative emotions (Frederickson, 2001). Deiner and Biswas-Deiner (2008) assert that positive emotions "lead us to seek out and cultivate relationships, think more creatively and show curiosity and interest in activities". Furthermore, happiness fuel enthusiasm and individuals persevere in pursuit of reaching their goals. This means that individuals who experience happiness are eager to accomplish their goals. In the work context, employees who experience happiness will likely meet their performance objectives.

Frederickson (2001) argues that positive emotions can lead to individual differences in resilience. The way people experience positive emotions in the midst of suffering is to find positive meaning in their daily experiences and adversity (Frederickson et al., 2000). It for this reason, that the connection between positive meaning and positive emotions is thought to

be reciprocal: not only does the quest for positive meaning trigger positive emotions, but also positive emotions, as it broadens thinking, it increases the possibility of seeking positive meaning in future events. As the process progresses, people are building up their psychological resilience and improving their emotional well-being (Frederickson, 2001).

Positive emotions can build relationships with colleagues and customers, therefore creating an environment where it is possible to thrive and prosper have a positive impact on individual performance (Frederickson, 2002).

This theory was significant for this study because it presents a framework for understanding positive emotions in positive psychology and how they play an integral part in organisations. The theory argues that, if someone has hope of achieving his or her desired goals and is optimistic, he or she will achieve organisational goals and as such, employee are likely to be happy and perform better (Kawalya et al., 2019). In addition, it follows therefore that psychological capital is positively related to happiness at the workplace (Avey et al., 2010).

DISCUSSION

The general aim of the study was to conceptualise the relationship between psychological capital, happiness, and individual work performance. The reviewed literature posits that positive organisational behaviour of psychological capital and happiness promotes healthy and productive employees.

Positive organisational behaviour focuses on human resource strengths and psychological capacities that influence performance improvement in organisations (Luthans, 2002; Luthans & Youssef, 2007). Kappagoda et al. (2014) suggest that employee performance is a crucial construct in an organisation, and it is important that managers understand factors influencing job performance. According to Youssef and Luthans (2007),

positive organisational behaviour is the presence of psychological capacities of self-efficacy, hope, optimism, and resilience which are dimensions of psychological capital. Furthermore, positive organisational behaviour describes happiness as one of the positive traits (Barling & Cooper, 2008).

Psychological capital and happiness are important positive working behaviours in the sense that after these mental states have been achieved, employees will be able to perform better at work, contributing to increased motivation and productivity (Wright, 2005; Luthans & Youssef-Morgan, 2017) and improved quality of work life. Psychological capital is an open construct with the potential for growth, which means that it plays an important role in the advancement of individuals (Luthans & Avolio, 2003). Sweetman and Luthans (2010) point out that psychological capital is a personal resource that improves an individual's capacity to cope with challenging circumstances and personal proactivity, promotes happiness and effective job performance. It will be key to encourage happiness amongst teachers, as happiness plays an important role to perform better and cope well with events that are stressful (Wood & Joseph, 2010). A study by Kun and Gadanecz (2019) argues that teachers' positive emotions of psychological capital and happiness will significantly improve their individual work performance.

CONCLUSION

It is evident from the above that limited research has been done on the relationship between psychological capital, happiness and individual work performance in public high schools in South Africa. Therefore, more empirical studies should be conducted to add to the literature and to understand whether enhancing psychological capital and happiness within the education fraternity will impact positively on teachers' performance. In addition, it will

assist to understand performance related problems facing teachers in South African high schools and to address the available research gaps.

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CHAPTER 3: Article 2

Psychological Capital and Individual Work Performance of Public High School Teachers in the Free State Province: The Role of Happiness

Abstract

Quality of education plays an enormous role in developing the South African economy. We need teachers who are committed and motivated to get young people ready for the world of work. Therefore, it is important to create an environment that will stimulate positive feelings and sustain their well-being. The aim of the study was to investigate the relationship between psychological capital, happiness, and individual work performance amongst public high school teachers in the Free State Province of South Africa; also, to determine whether psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province. A cross sectional survey design was used with the sample *(N-260*) public high school teachers in the Free State. The results indicated that there is a positive relationship between psychological capital and happiness, a positive relationship between psychological capital and individual work performance and a positive relationship between happiness and individual work performance. The study further found no indirect effects of psychological capital on individual work performance through happiness. This finding provides insight to public high school managers and human resource specialists on the importance and impact of psychological capital and happiness it has on individual work performance of teachers. Public high school managers and human resource specialist can therefore develop and implement appropriate strategies that would facilitate positive psychological capital and happiness.

Keywords: Psychological capital; high school teachers; orientation to happiness; individual work performance**;** The Broaden and Build theory

INTRODUCTION

Employee performance is a quantitative metric for employees and is vital to the organisation's objectives. It is the most relevant organisationally based variable and the most important term in the field of industrial organisational psychology (Odukoya et al., 2020). This is because the performance of teachers plays a crucial role in improving optimal school performance.

Schools are recognised as essential institutions in the educational context for the development of students ' academic, social and emotional competence (Roeser et al., 2000). As a result, the individual work performance of teachers plays a critical role. Huang et al. (2019) indicate that job performance of teachers can be described as actions they take in schools to achieve educational objectives.

Psychological capital and well-being are positive emotions, an alternative approach to optimising teacher performance (Luthans & Youssef-Morgan, 2017; Wall et al., 2017).The well-being of teachers through a positive psychological context is explained by Kun and Gadanecs (2019) to give us a more detailed understanding of what factors improves the well-being of teachers. Workplace happiness results in energised and focused employees. Employees find meaning and purpose in their work, they find good working relationships, and feel committed towards the attainment of objectives (Geldenhuys et al., 2014; Van Wingerden & Van der Stoep, 2018). Teachers perform well and produce good results only if motivated, providing students with quality education. Failure by teachers to meet their expected work performance levels results in student dissatisfaction and poor performance (Tehseen & Hadi, 2015). Improving positive attributes and teacher strengths would increase student satisfaction and enable them to achieve higher academic outcomes (Hansen et al., 2015). These insights show that teachers' work performance is important in improving school students' pass rate. Positive work-related behaviours that teachers bring into the education

system are also important to consider, as they also contribute to their work performance (Youssef & Luthans, 2007).

Psychological capital and happiness are desirable positive work behaviours in the sense that a person will be able to perform better at work once these mental states have been achieved, leading to improved motivation and productivity (Wright et al., 2007; Luthans & Youssef-Morgan, 2017). In addition, psychological capacities, such as self-efficacy optimism, hope and resilience, may be extremely crucial, as the profession is strongly linked to stress and burnout (Kun & Gadanecs, 2019). This idea opens up new ways to foster healthy mental health in the education system (Peterson & Seligman, 2004).

This study presented the need to examine the relationship between psychological capital, happiness, and individual teacher performance with a view to understanding the performance-related issues that teachers in South African high schools' experience, in order to resolve the research gaps available. In addition, the study provides motivation for further research studies to uncover how to achieve positive traits and psychological states to improve work and organisational performance. Specifically, the study focused on the following objectives:

- To conceptualise psychological capital, happiness and individual work performance from a theoretical perspective
- To understand the relationship between psychological capital and happiness amongst public high school teachers in the Free State Province
- To understand the relationship between happiness and individual work performance amongst public high school teachers in the Free State Province
- To understand the relationship between psychological capital and individual work performance amongst public high school teachers in the Free State Province

- To investigate whether psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province

Previous studies by Redelinghuys (2016), Karakus et al. (2019) and Hansen et al. (2015) have focused on some of these constructs, but the relationship between psychological capital, happiness and individual work performance has received minimal research attention. In addition to the above, this study proposes testing a conceptual framework that has not been examined in South Africa's teaching profession. Hence, the purpose of this study was to investigate the relationship between psychological capital, happiness, and individual work performance of the Free State Province high school teachers.

LITERATURE REVIEW

Psychological Capital

Luthans et al. (2004) propose that psychological capital resides within the disciplines of human and social behaviour and derives from who the person is and not what or who the individual knows. Psychological capital has four capacities: self-efficacy, hope, optimism and resilience.

Self-efficiency refers to the assumption that a person has the power to perform certain tasks effectively and to achieve the desired or positive outcome (Bandura, 1977). Luszczynska et al. (2005) describe self-efficacy as a belief in personal ability and being able to cope with challenging demands. This indicates that teachers' self-belief will build confidence and persistence to achieve tasks regardless of prevailing circumstances. Snyder (2000, p. 8) defines hope as the "sum of perceived ability to create routes to desired goals along with perceived motivation to use those routes". Hope comprises two actions, namely

(1) capable of fulfilling and achieving your goals (agency thinking) and (2) capable of creating ways to achieve those goals (path thinking) (Tong et al., 2010). This implies that a teacher will trust his/her own expertise and be inspired to achieve his/her desired goals.

Optimism is characterised as how individuals interpret the causality of an event (defeat is temporary and future expectations are positive) (Lopez & Snyder, 2009). According to Hojat et al. (2015, p.12) optimism is "a powerful cognitive filter that can influence the views of individuals on events and their adaptations and reactions to events". These definitions suggest that, if a teacher is optimistic, the negative in his/her life is considered a temporary development that can be easily managed.

Resilience is the capacity to respond constructively and positively to adverse circumstances or negative events (Compton & Hoffman, 2013). Resilience is a positive psychological capacity to recover, rebound from adversity, ambiguity, conflict, loss or even positive change, development and increased responsibility (Luthans, 2002). It is suggested that the resilience of teachers would result in a recovery from any difficulties within their work.

Happiness

From the hedonistic perspective or subjective well-being, happiness can be defined as how and why people perceive their lives positively, including their cognitive judgment and their emotional reactions. In addition, Diener (1984) postulates that subjective well-being is related to three driving factors: (1) external criteria such as virtue or holiness; (2) life satisfaction based on how people measure quality of life on the basis of their criteria; and (3) perceptions of good (positive affective) or unpleasant (negative) emotions. Happiness is a "the subjective enjoyment of one's whole life; that is, how much you like the life you lead" (Rothman & Veenhoven, 2015, p.2). Orientation to happiness theory is explained in three

ways: (1) pleasure, (2) engagement and (3) meaning (Peterson et al., 2005). Pleasure indicates that an individual enjoys and experiences a positive life, engagement denotes full involvement in activities and meaning refers to engaging in activities that contribute to people's good (Vella-Brodrick et al., 2009). Through these factors, teachers can control their own happiness criteria and decide how to apply those criteria.

Individual Work Performance

Individual work performance is defined as individual behaviours or actions suitable for achieving organisational goals and are controlled by individuals (Koopmans et al., 2014). Dimensions of individual work performance are; task performance, contextual performance and counterproductive work behaviour. (Koopmans, 2015). The first dimension, task performance, refers to the abilities that one possesses to execute central tasks. Taris and Schaufeli (2014) state that task performance is a skill (competence) enabling an employee to perform main tasks to achieve key goals. The second dimension, contextual performance, refers to individual behaviours that foster organisational, social, and psychological environments where the technical core is functional (Koopmans et al., 2013). Third dimension, counter-productive work behaviour refers to harmful behaviours affecting the well-being of the organisation. Spector and Fox (2002) state that such harmful behaviour can be towards employees or organisations, which includes aggression, hostility, wrongdoing, and sabotage.

Psychological Capital, Happiness and Individual Work Performance

In South Africa, there is a need to further develop existing literature on the relationship between teachers' psychological capital, happiness, and individual performance. For example, a study by Luthans et al. (2005) examined the relationship between positive states of Chinese

workers and psychological capital with their performance. Results showed that positive organisational behaviour states of hope, optimism, resilience and self-efficacy (and when combined) are positively related to performance outcomes. Similarly, Jafri 's study (2013), found that an increase in performance corresponds with increases in psychological capital. This implies that teachers' degree of psychological capital can positively impact their performance at school. Another study by Jalali and Heidari (2016), focusing on the relationship between happiness and performance among primary school teachers, found a meaningful and positive relationship between happiness and performance. The study further suggested that a happy individual thinks positively and can solve minor and major problems. Finally, Youssef-Morgan and Luthans (2015), concluded that tangible performance results are due to employee's psychological capital and well-being. Therefore, psychological capital and happiness appear to be significant traits for teacher performance.

AIM AND HYPOTHESIS

The general aim of the study was to investigate the relationship between psychological capital, happiness, and individual work performance amongst public high school teachers in the Free State Province of South Africa. The following hypotheses were formulated based on the previous literature discussions and the objectives of this study.

H1: Psychological capital has a positive relationship with happiness amongst public high school teachers in the Free State Province

H2: Happiness has a positive relationship with individual work performance amongst public high school teachers in the Free State Province

H3: Psychological capital has a positive relationship with individual work performance amongst public high school teachers in the Free State Province

H4: Psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province.

METHOD

Research approach.

A cross-sectional quantitative research design was followed to achieve the objectives of the study and to reach many participants. The quantitative approach was deemed appropriate for this research since the study was intended to test relationships between different constructs and to generalise these results to other populations (Kayrooz & Trevitt, 2005) of teachers throughout Free State. Additionally, information from the survey was captured to make inferences about a population of interest at a specific point in time and it was suitable because it made data collection easier and simplified the approval or disproval of hypotheses (Sedgwick, 2014).

Participants.

Research was conducted amongst public secondary school teachers working in the Motheo District, Fezile Dabi District, Lejweleputswa District and Thabo Mofutsanyane District in the Free State. The sample was gathered through non-probability convenience sampling, where members of the population were available and eager to participate in the study (De Vos et al, 2011). A total of 260 questionnaires were collected out of the 500 distributed.

Measuring instruments.

Participants were requested to complete the biographical questionnaire to gather information about their age, race, gender, years of experience and the highest level of education to understand their diverse characteristics.

Psychological Capital was measured using the Psychological Capital Questionnaire (Luthans et al., 2007). The Psychological Capital Questionnaire consists of four dimensions, namely self -efficacy, hope, optimism, and resilience. The questionnaire has 24 items. Each dimension consists of six items developed by Luthans. The Psychological Capital Questionnaire was scored using a six-point Likert scale, varying from "strongly agree" (6) to "strongly disagree" (1). The dimension example for self-efficacy was "I feel comfortable contributing to discussions about the companies' strategies", for hope "If I find myself in a jam, I could think of ways to get out of it", for resiliency "I usually take stressful things at work in stride" and for optimism dimension "I always look on the bright side of things regarding my job". The four dimensions have acceptable reliabilities, as measured by the Cronbach's alpha, of above 0.70 (Eisinga et al., 2013). In a previous study by Luthans et al. (2007), self-efficacy had a Cronbach's alpha value of 0.72, hope 0.75, optimism 0.80 and resilience 0.79.

Happiness was measured using the Orientation to Happiness Questionnaire developed by Peterson et al. (2005). The questionnaire measures three dimensions which are an individual pleasure, engagement and meaning. The questionnaire consists of six items per subscale with 18 items in total. The scale rating is on a five-point Likert scale which ranges from 1 = "not like me at all" to 5 = "very much like me". The Orientation to Happiness Questionnaire has statements such as "life is too short to postpone it can provide", "my life is closely to my ideal" and "the conditions of my life are excellent". The instrument has

favourable psychometric properties which include acceptable reliability. Cronbach's alpha value for pleasure is 0.84, engagement 0.77 and meaning 0.88 (Peterson et al., 2005).

Individual Work Performance was measured using the Individual Work Performance Questionnaire (IWPQ) developed by Koopmans (2015). Individual Work Performance consists of three dimensions, namely task performance, contextual performance and counterproductive work behaviour. The questionnaire has 18 items, and it is scored using a five-point Likert scale, varying from 5 = "always" to 1= "never". An example item for task performance is "I was able to plan my work so that I finished it on time", for contextual performance dimension is "I took on extra responsibilities" and for counterproductive work behaviour is "I made problems at work bigger than they were". The psychometric properties of the IWPQ have been tested and results indicated excellent internal consistency of 0.78 for task performance, 0.85 for contextual performance and 0.79 for counterproductive work behaviour (Koopmans et al., 2011).

Research procedure.

An application to conduct this study was submitted to and approved by North-West University Ethics Committee (NWU-00809-18-A7). In addition, permission to administer the questionnaires to high school teachers was submitted to the Free State Department of Education. Before conducting the survey, participants completed a consent form that clearly outlined the procedures and the purpose of the study. Arrangements were done through the Principals to agree on dates and times. The participants were informed that the questionnaire would take 40-45 minutes to complete. Before the questionnaires were administered, it was made clear that participation was voluntary, and it was emphasised that their information would be kept confidential.

Data analysis.

Data was analysed using the latest version of the Statistical Package for the Social Sciences SPSS 25.0 (IBM Corporation, 2020) and Mplus 8.4 (Muthén & Muthén, 1998-2020). Demographic details of respondents were analysed using descriptive statistics, namely frequencies and percentages. Other descriptive statistics such as the mean, standard deviation, kurtosis and skewedness of values were also calculated. Composite reliability was used for testing internal consistency. Franzen (2013) defines reliability of research as the level of consistency or stability in the values of the scores that an instrument elicits. The recommended threshold for Composite Reliability is 0.70 (Fraering & Minor, 2006). Validity is concerned with the integrity of the conclusions that are generated from a piece of research (Bryman, 2015). Bryman (2015) further notes that validity can be ascertained by testing the instruments for face, content and construct validity. The structural equation modelling technique (SEM) was used to test the proposed hypotheses. The proposed hypotheses were tested using latent variable modelling to test the measurement and structural models. To assess the model fit, indicators that included the Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA), Tucker-Lewis Index (TLI), Comparative Fit Index (CFI) and the chi-square test were used. Cangur and Ercan (2015) suggest that values of CFI and TLI are deemed acceptable if they are 0.90 and above and RMSEA and SRMR values that are 0.08 and below indicates a close fit between the model and the data. The WLSMV estimate was used for estimation of categorical data as it is proposed to be excellent on ordinal response variable employed on latent variable study (Muthén et al., 1997).

To determine whether happiness indirectly affects psychological capital and individual work performance, the bias-corrected bootstrap procedure explained by Hayes (2009) was used. To measure the indirect effect of happiness, the bootstrapping resampling option was set to 1000 samples at 95 percent confidence interval.

Results Frequency and Descriptive Analyses

Descriptive analyses are based on the determination of several aspects, namely frequencies, mean-scores, percentages and standard deviations (Amrhein et al., 2019). The analysis of a study's frequency properties refers to the determination of the number of times a variable or aspect happens in a specific sample (Khakshooy & Chiappelli, 2018). As such, for this study, the frequency analysis focuses on the demographic characteristics of respondents, namely gender, race, qualification and years of experience on the job. Table 3.1 reports on these results.

Table 3. 1

Characteristics of the Participants(N=260)

Item	Category	Frequency	Percentage (%)
Gender	Male	**146**	**56.2**
	Female	113	43.4
	Missing values	1	0.4
Age	21-30 years	58	22.3
	31-40 years	52	20.0
	41-50 years	**96**	**36.9**
	51+ years	54	20.8
Race	African	**241**	**92.7**
	Indian	1	0.4
	Coloured	16	6.1
	White	2	0.8
Qualification	Matric	4	1.5
	Diploma	37	14.2
	Degree	**132**	**50.8**
	Post-graduate degree	76	29.2
	Other	10	3.9
	Missing values	1	0.4
Years' experience	<1 year	19	7.3
	1-2 years	18	7.0
	3-5 years	31	11.9
	>5 years	**187**	**71.9**
	Missing values	5	1.9

Most of the participants were Africans (92.7), with males making (56.2) of gender. The results imply that Africans and males were the dominant number in all the public high schools sampled in this study. A high percentage of teachers (71,9) has five years or more experience in teaching and (50.8) holds a degree. The results regarding the distribution of respondents by age indicate that most teachers who participated in this survey were aged between 41-50 years (n =96: 36,9). Thus, most teachers who participated in this survey consisted of a mature and established sample group.

Table 3. 2

Descriptive Statistics, Reliability Coefficients, and Correlations

Variable	M	SD	P	1	2	3	4	5	6
1. Psychological capital (1-6)	4.81	0.53	0.87	-					
Self-efficacy	4.95	0.71	0.84						
Hope	4.97	0.69	0.83						
Resilience	4.71	0.76	0.69						
Optimism	4.52	0.58	0.46						
Orientation to happiness (1-5)									
2. Engagement	3.78	0.62	0.62	0.79‡**	-				
3. Meaning	4.40	0.51	0.76	0.76‡**	0.78‡**	-			
4. Pleasure	3.80	0.84	0.84	0.37†**	0.68‡**	0.47†**	-		
Individual work performance (1-5)									
5. Task performance	4.15	0.66	0.83	0.65‡**	0.56‡**	0.52‡**	0.35†**	-	
6. Contextual performance	4.07	0.68	0.88	0.63‡**	0.66‡**	0.61‡**	0.37†**	0.79‡**	-
7. Counterproductive behaviour	4.13	0.81	0.78	0.20*	-0.09	0.30†**	-0.22**	0.17*	0.11

* $p < 0.05$
** $p < 0.01$
† $r > 0.30$
‡ $r > 0.50$

Table 3.2 offers a summary of the descriptive statistical analysis results related to teachers operating in the sample of public schools. The means of all variables were observed to be above average with standard deviations below 1. Given the presented results, it can be posited that most teachers from the sampled public schools concurred that psychological capital represents an important component that underpin the effectiveness and efficiency of their personalities. This view is based on the values of the total mean score and the standard deviation values for all four dimensions of psychological capital; self-efficacy being ($\bar{x}$=4.95 and σ = 0.71), hope ($\bar{x}$=4.97 and σ = 0.69), resilience ($\bar{x}$= 4.71 and σ = 0.76) and optimism ($\bar{x}$=4.52 and σ = 0.58). Regarding orientation to happiness, respondents seemed to have meaningful lives which is shown by a mean score and standard deviation value of ($\bar{x}$=4.40 and σ = 0.51). Besides, the engagement ($\bar{x}$ =3.78 and σ = 0.62), in what they believe and practices and the joy and pleasure ($\bar{x}$ =3.80 and σ = 0.84) derived from these attributes appears to support their high levels of orientation to happiness. Regarding their views on the relevance of task performance, the survey recorded the highest mean value ($\bar{x}$=4,15 and σ =0.660), comparatively to the other two drivers ($\bar{x}$=4,13 and σ =0.81) for counterproductive behaviour and ($\bar{x}$=4,07 and σ =0.68) for contextual performance. The score for the negatively measured factor counterproductive behaviour was reversed, for it to measure in the same direction as the others (Field, 2018). Thus, a higher score on counterproductive behaviour should be interpreted as lower levels of that type of behaviour being present and lower scores as higher levels. Consideration should be given to the context in which teachers operate as well as any tangible or intangible issues that might correlate to counterproductive behaviour.

Reliability

Reliability is defined as the assessment of internal consistency or accuracy of a study's constructs scale instruments or items (Scholtes et al., 2011). Composite reliability (ρ) was

calculated with Mplus 8.4 (Muthén & Muthén, 1998-2020), as Cronbach's alpha has been criticised for only being applicable where all items contributed equally to a measured variable (Peterson & Kim, 2013). The suggested cut-off value for acceptable levels of reliability, however, remains the same at .70.

The results presented in Table 3.2 indicate that most of the variables of this study showed acceptable reliability coefficients above .70. Three factors did not reach the suggested cut-off point: two that formed part of psychological capital and one from orientation to happiness. Resilience was the least troublesome with $\rho = .69$, being just below .70, but optimism at $\rho = .46$ showed very low reliability. The results are comparable to a study by Herbert (2011) who found the Cronbach's alpha reliabilities for optimism $\rho = .67$ although slightly high and resilience to be $\rho = .69$. Engagement's reliability was measured at $\rho = .62$, also not quite at an acceptable level. Dlamini (2011) also found an unacceptable level of engagement among Swaziland teachers at $\rho = .40$.

Correlations

Correlation analysis assesses the strength and direction of associations between two or more constructs (Dixon & Massey, 1951). The results of the correlation analysis as performed in this study are presented in Table 3.2. It was clear that there were mostly strong, significant relationships present between all variables. Within a measure it would be reasonable to expect that the variables would have significant relationships with each other and with regard to PsyCap and OH, this was indeed the case. IWP, however, showed a strong and significant relationship only between task performance and contextual performance ($r = .79$, $p < .01$). Even though the relationship between task performance and counterproductive behaviour was shown to be significant ($r = .17$, $p = <0.05$), it had a small effect and the

relationship between contextual performance and counterproductive behaviour was found to be negligible.

In-between questionnaires' variables, highly significant relationships ($p < .00$) with large effects ($r > .50$) were found among self-efficacy and engagement (r = .51**), meaning (r = .58**), contextual performance (r = .50**), hope and engagement (r = .69**), meaning (r = .67**), task performance (r = .67**), contextual performance (r = .60**); resilience and engagement (r = .70**), meaning (r = .64**), task performance (r = .50**); optimism and engagement (r = .85**), meaning (r = .69**), contextual performance (r = .50**); engagement and task performance (r = .56**), contextual performance (r = .66**) and task performance (r = .52**), contextual performance (r = .61**).

Counterproductive behaviour had the lowest number of significant relationships with the other factors. It showed, in fact, no relationships with resilience (r = .02), optimism (r = .09) and engagement (r = -.09), while showed relationships that were significant, but with little effect, with self-efficacy (r = .24**), hope (r = .22**) and pleasure (r = -.22**). Pleasure also had significant relationships with small effects with self-efficacy (r = .23**) and hope (r = .26**).

The results above suggest that an increase in psychological capital will increase the levels of individual work performance of the sampled teachers. Also, an increase in orientation to happiness will result in an increase of individual work performance as well.

Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) is the first phase of the structural equation modelling approach to data analysis and aims to confirm the factor structure of a questionnaire or model. A measurement model was estimated by psychological capital (self-efficacy, hope, optimism and resilience), orientation to happiness (meaning, pleasure and

engagement) and individual work performance (task performance, contextual performance and counterproductive behaviour) to test the best fit of the model. Three combinations of factor structures for each questionnaire, based before the factor structure, were examined for possible issues influencing model fit and then adapted.

In this study, model fit assessment was based on the combination of several indicators as pointed out by Hair et al. (2006). These comprised the chi-square value (χ^2) with degrees of freedom (*df*), the Root Mean Square Error of Approximation (RMSEA; cut-off < .80), the Comparative Fit Index (CFI; cut-off > .90), the Tucker-Lewis Index (TLI; cut-off > .90) and the Standardised Root Mean Square Residual (SRMR; cut-off < .80).

All three questionnaires were separately specified as each having the following possible factor structures: a second-order factor, consisting of its specific first-order factors, e.g. PsyCap consisting of self-efficacy, hope, resilience and optimism; a first-order factor structure of the specific first-order factors, e.g. engagement, meaning and pleasure adding up to a total for OH and a one-factor structure where all items measures one first-order factor, e.g. IWP directly measured by its 18 items.

After the separate analyses were completed, it was found that all three questionnaires showed the best fit with a first-order factor structure (not including a second-order factor). Thus, PsyCap was measured by its four factors self-efficacy, hope, resilience and optimism: OH, by its three factors engagement, meaning, and pleasure and IWP, by its three factors task performance, contextual performance and counterproductive behaviour. Only two items in total had to be removed due to very low factor loadings ($\beta < .35$): items 13 and 23 from PsyCap. The results for the model fit analyses for the CFAs of the separate questionnaires are presented in Table 3.3.

Table 3. 3

Fit Statistics of Confirmatory Analysis

Model	χ^2	*df*	RMSEA	CFI	TLI	SRMR
Psychological capital	635.22	203	0.09	0.92	0.91	0.06
Orientation to happiness	377.13	132	0.09	0.92	0.90	0.07
Individual work performance	320.30	132	0.07	0.96	0.96	0.06

χ^2 = chi-square; *df* = degrees of freedom; RMSEA = Root Mean Square Error of Approximation; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardised Root Mean Square Residual

Most of the fit indices were in line with the prescribed cut-off values. The RMSEA-values for PsyCap and OH were the only indices that did not meet the cut-off points. However, as these models were used to develop a well-fitting measurement model, the higher RMSEA-values were accepted.

Measurement Model

The purpose of a measurement model is to determine the existence and strength of relationships between included variables. The three questionnaires' confirmed factor structures were entered together into an initial measurement model for further development, if necessary. Model 1 achieved acceptable fit after the first run. No items had to be removed, nor any error variances allowed to correlate.

To confirm that this model indeed showed the best fit, it was compared to several other combinations of factor structures. In total, 27 models were tested (including the proposed measurement model), of which only 15 showed interpretable results. The AIC and BIC fit models were used to compare the best fit models. The lower the values, the better the model

fit. According to AIC and BIC values, most of these models had significantly worse fit. Only the fit statistics of the proposed measurement model and the two closest alternative models are reported.

Whereas the proposed measurement model (model 1) consisted of the respective factors of the three questionnaires, the two closest competing models looked as follows: model 2 contained the second-order factors of all three questionnaires, each consisting of their specific first-order factors, while model 3 consisted of a one-factor variable for PsyCap and three first-order variables for both orientation to happiness (OH) and individual work performance (IWP). The model fit results for the three models are presented in Table 3.4.

Table 3. 4

Fit Statistics of Competing Measurement Models

Model	AIC	ABIC	χ^2	*df*	RMSEA	CFI	TLI	SRMR
Model 1	33065.52	33200.56	2451.96	1570	0.05	0.92	0.92	0.08
Model 2	33102.14	33224.69	2559.54	1582	0.05	0.91	0.91	0.08
Model 3	33279.51	33405.19	2643.44	1574	0.05	0.91	0.90	0.08

AIC = Akaike Information Criteria; ABIC = Bayesian Information Criteria; χ^2 = chi-square; *df* = degrees of freedom; RMSEA = Root Mean Square Error of Approximation; CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; SRMR = Standardised Root Mean Square Residual

First, when comparing AIC and ABIC values, it is clear from Table 3.4 that model 1 showed the best fit. There was a high degree of acceptability on all values in all three models; however, due to the CFI and TLI values being the highest, model 1 is again indicated as best fitting. Another confirmation of this results would be the significance of the change in chi squared. Since the WLSMV (Weighted Least Square with adjusted Mean and Variance) was

used due to the categorical nature of the data, it was not possible to compare chi-square values directly. A difference test is necessary in such a case: each competing model's chi-square is compared to the proposed model's chi-square and if the difference is found to be significant, it indicates that the competing model's chi-square is worse than the proposed model's chi-square. The results of the two difference tests are reported in Table 3.5.

Table 3. 5

Difference Testing for Changes in Chi-Square in Measurement Models

Model	χ^2 difference	*df* difference	*p*-value
Model 2 (vs Model 1)	166.07	32	0.00**
Model 3 (vs Model 1)	238.39	24	0.00**

** $p < 0.01$

From the different model comparisons, it was clear model 1 showed the best fit to the data. Therefore, model 1 was retained as the basis for further analysis.

Structural model

A structural model is specified in such a way as to determine the influence of certain variables on others according to the order in which they follow on each other. Three different models were tested for acceptable fit first, after which the best structural model's output was interpreted. The full model included all possible pathways between the identified variables, the direct pathway model only included those pathways that went directly to the dependent variable, IWP and the indirect pathway model included the pathways from the independent variable, PsyCap, to IWP and then from OH to IWP. The results are reported in Table 3.6.

Table 3. 6

Structural Models' Fit Indices

Measures		Full model	Direct pathways model	Indirect pathways model
Fit indices	AIC	33065.52		33109.15
	ABIC	33200.56	Non-normal termination of model	33239.50
	χ^2	2376.16	4616.23	2403.39
	df	1550	1562	1562
	RMSEA	0.05	0.09	0.05
	CFI	0.93	0.73	0.93
	TLI	0.92	0.72	0.92
	SRMR	0.07	0.13	0.07

Table 3.6 reveals that the full model fits better than the indirect pathway model, according to AIC and ABIC values. These values were not available for the direct pathway model, due to non-normal termination (non-zero derivative of the observed-data log likelihood), but it clearly had worse fit than the other two models when comparing the reported fit indices. Again, difference testing was performed, and it was found that the full pathway model indeed showed better fit according to chi-square change (Table 3.7). The path coefficients of the preferred structural model are reported in Table 3.8.

Table 3. 7

Difference Testing for Changes in Chi-Square in Structural Models

Model	χ^2 difference	*df* difference	*p*-value
Direct pathway model vs full model	607.14	12	0.00**
Indirect pathway model vs full model	44.73	12	0.00**

** $p < 0.01$

The path coefficients of the preferred structural model are then reported in table 3.8

Table 3. 8

Best Fitting Structural Model's Standardised Path Coefficients

Measures		*Full model*
Direct pathways to individual work performance - task performance	Psychological capital - Self-efficacy	-0.09
	Psychological capital - Hope	0.66**
	Psychological capital - Resilience	0.20
	Psychological capital - Optimism	-0.45
	Orientation to happiness - Engagement	0.37
	Orientation to happiness - Meaning	0.01
	Orientation to happiness - Pleasure	0.04
Direct pathways to individual work performance - contextual performance	Psychological capital - Self-efficacy	0.18
	Psychological capital - Hope	0.19
	Psychological capital - Resilience	0.15
	Psychological capital - Optimism	-0.73
	Orientation to happiness - Engagement	1.05
	Orientation to happiness - Meaning	0.08
	Orientation to happiness - Pleasure	-0.25
Direct pathways to individual work performance - counterproductive behaviours	Psychological capital - Self-efficacy	0.04
	Psychological capital - Hope	0.30
	Psychological capital - Resilience	-0.58
	Psychological capital - Optimism	0.92
	Orientation to happiness - Engagement	1.50
	Orientation to happiness - Meaning	0.90**
	Orientation to happiness - Pleasure	0.18
Direct pathways to orientation to happiness - Engagement	Psychological capital - Self-efficacy	-0.10
	Psychological capital - Hope	0.20
	Psychological capital - Resilience	-0.03

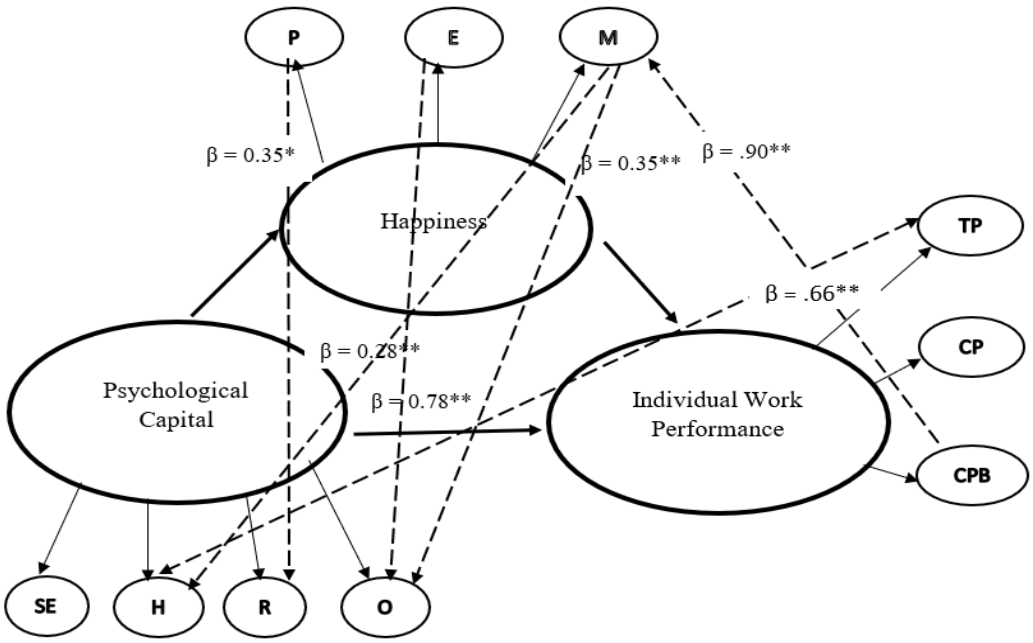
	Psychological capital - Optimism	0.78**
Direct pathways to orientation to happiness - Meaning	Psychological capital - Self-efficacy	0.11
	Psychological capital - Hope	0.28**
	Psychological capital - Resilience	0.08
	Psychological capital - Optimism	0.35**
Direct pathways to orientation to happiness - Pleasure	Psychological capital - Self-efficacy	-0.05
	Psychological capital - Hope	-0.09
	Psychological capital - Resilience	0.35*
	Psychological capital - Optimism	0.20

* $p < 0.05$

** $p < 0.01$

Figure 3. 1

Structural Model



From the results of the structural model, it can be seen that hope directly influenced task performance (β = .66**) and meaning (β = .28**), while meaning had a direct influence on counterproductive behaviours (β = .90**). Optimism influenced the level of engagement reported (β = .78**), as well as levels of meaning (β = .35**). Resilience directly influenced pleasure (β = .35*) to a slightly lesser significant extent.

It was therefore demonstrated that meaning predicted the level of counterproductive behaviour – the more meaning they experienced, the less counterproductive behaviour was displayed. Also, optimism preceded the levels of engagement and meaning experienced – high levels of optimism led to more experiences of engagement and meaning. Hope was shown to be important to levels of task performance and meaning – those who experienced less hope, also reported lower performance on tasks and lower meaning. Although resilience was found to link with pleasure, the influence was slightly less significant.

Indirect Effects

Finally, indirect effects were evaluated. The model specified tested whether the influence of the factors of PsyCap on the factors of IWP could be impacted by the addition of the factors of OH to the equation. Thus, it was investigated if the combined influence of PsyCap and OH could lead to greater change in IWP than the two constructs separately.

The resampling method of bootstrapping was employed to ensure the accuracy of the sample estimates. Due to the complicated nature of the model, bootstrapping was set to 1000 random samples and bias-corrected confidence intervals were calculated at 95 percent (Hayes, 2009). The results are presented in Table 3.9.

Table 3. 9

Indirect Effects of Psychological Capital – Individual Work Performance through Orientation to Happiness

Indirect effects of psychological capital - self-efficacy through orientation to happiness

Variable	Individual work performance - Task performance			Individual work performance - Contextual performance			Individual work performance - Counterproductive behaviour		
	Est.	SE	95% CI	Est.	SE	95% CI	Est.	SE	95% CI
Orientation to happiness - Engagement	-0.02	0.22	[-1.32, 0.14]	-0.08	0.30	[-1.58, 0.23]	0.08	0.31	[-0.29, 1.24]
Orientation to happiness - Meaning	0.00	0.12	[-0.17, 0.33]	0.02	0.12	[-0.12, 0.38]	0.08	0.15	[-0.03, 0.63]
Orientation to happiness - Pleasure	0.00	0.15	[-0.12, 0.17]	-0.00	0.09	[-0.50, 0.07]	0.00	0.09	[-0.15, 0.21]

* $p < 0.05$
** $p < 0.01$

Indirect effects of psychological capital - hope through orientation to happiness

Variable	Individual work performance - Task performance			Individual work performance - Contextual performance			Individual work performance - Counterproductive behaviour		
	Est.	SE	95% CI	Est.	SE	95% CI	Est.	SE	95% CI
Orientation to happiness - Engagement	0.05	0.37	[-0.33, 1.49]	0.19	0.52	[-0.18, 1.75]	-0.20	0.56	[-2.10, 0.18]
Orientation to happiness - Meaning	0.01	0.17	[-0.15, 0.30]	0.03	0.16	[-0.15, 0.19]	0.12	0.24	[-0.12, 0.73]
Orientation to happiness - Pleasure	-0.01	0.29	[-0.26, 0.11]	0.01	0.15	[-0.07, 0.71]	-0.00	0.14	[-0.32, 0.14]

* $p < 0.05$
** $p < 0.01$

Indirect effects of psychological capital - resilience through orientation to happiness

Variable	Individual work performance - Task performance			Individual work performance - Contextual performance			Individual work performance - Counterproductive behaviour		
	Est.	SE	95% CI	Est.	SE	95% CI	Est.	SE	95% CI
Orientation to happiness - Engagement	0.03	0.44	[-0.35, 2.15]	0.12	0.59	[-0.68, 2.15]	-0.13	0.60	[-2.47, 0.56]
Orientation to happiness - Meaning	-0.00	0.18	[-0.42, 0.22]	-0.01	0.17	[-0.77, 0.13]	-0.04	0.19	[-0.87, 0.23]
Orientation to happiness - Pleasure	0.03	0.24	[-0.25, 0.78]	-0.03	0.22	[-1.51, 0.14]	0.00	0.18	[-0.27, 0.85]

* $p < 0.05$

** p < 0.01

Indirect effects of psychological capital - optimism through orientation to happiness

Variable	Individual work performance - Task performance			Individual work performance - Contextual performance			Individual work performance - Counterproductive behaviour		
	Est.	SE	95% CI	Est.	SE	95% CI	Est.	SE	95% CI
Orientation to happiness - Engagement	0.01	0.92	[-0.45, 3.14]	0.35	1.23	[-0.05, 5.36]	-0.37	1.32	[-5.36, 0.05]
Orientation to happiness - Meaning	0.01	0.31	[-0.23, 0.78]	0.04	0.30	[-0.27, 1.03]	0.19	0.29	[-0.03, 1.30]
Orientation to happiness - Pleasure	0.01	0.32	[-0.14, 0.58]	-0.02	0.27	[-1.70, 0.08]	0.00	0.22	[-0.23, 0.56]

* p < 0.05
** p < 0.01

Table 3.9 provides the results of the indirect relationship between psychological capital (self-efficacy) through orientation to happiness. The findings revealed that orientation to happiness dimensions, namely engagement, meaning and pleasure have no indirect relationship with individual work performance (Engagement β= -0.02, Meaning β= 0.00 and Pleasure β=0.00). These findings further showed that there is no indirect association between OH and IWP dimensions, as observed with task performance (Engagement β= -0.08, Meaning β= 0.02 and Pleasure β= -0.00) and counterproductive behaviour (Engagement β= 0.31, Meaning β= 0.15 and Pleasure β=0.00). It could, therefore, be said that psychological capital (self-efficacy) of the surveyed teachers in the public schools in the Free State Province has no indirect effects on their levels of performance through happiness.

Regarding the results of the indirect relationship between psychological capital (hope) through orientation to happiness. The findings revealed that orientation to happiness dimensions, namely engagement, meaning and pleasure have no indirect relationship with individual work performance (Engagement β= 0.05, Meaning β= 0.01 and Pleasure β= -0.01). These findings further showed that there is no indirect association between OH and IWP dimensions, as observed with task performance (Engagement β= 0.19, Meaning β= 0.03 and Pleasure β= 0.01) and counterproductive behaviour (Engagement β= -0.20, Meaning β= 0.12 and Pleasure β= -0.00). It could, then be posited that psychological capital (hope) of the surveyed teachers in the public schools in the Free State Province has no indirect effects on their levels of performance through happiness.

With regard to the results of the indirect relationship between psychological capital (resilience) through orientation to happiness, the findings revealed that orientation to happiness dimensions, namely engagement, meaning and pleasure have no indirect relationship with individual work performance (Engagement β= 0.03, Meaning β= -0.00 and Pleasure β=0.03). These findings further showed that there is no indirect association between

OH and IWP dimensions, as observed with task performance (Engagement β= 0.12, Meaning β= -0.01 and Pleasure β= -0.03) and counterproductive behaviour (Engagement β= -0.13, Meaning β= -0.04 and Pleasure β=0.00). As such, it could be drawn that psychological capital (resilience) of the surveyed teachers in the public schools in the Free State Province has no indirect effects on their levels of performance through happiness.

Lastly, the results of the indirect relationship between psychological capital (optimism) through orientation to happiness revealed that orientation to happiness dimensions, namely engagement, meaning and pleasure had no indirect relationship with individual work performance (Engagement β= 0.01, Meaning β= 0.01 and Pleasure β=0.01). These findings further showed that there is no indirect association between OH and IWP dimensions, as observed with task performance (Engagement β= 0.35, Meaning β= 0.04 and Pleasure β= -0.02) and counterproductive behaviour (Engagement β= -0.37, Meaning β= 0.19 and Pleasure β=0.22). Thus, it could be deduced that psychological capital (optimism) of the surveyed teachers in the public schools in the Free State Province has no indirect effects on their levels of performance through happiness.

It would appear that the addition of not one of the factors of OH – engagement, meaning, pleasure – succeeded in strengthening the influence of any of the PsyCap factors on the factors of IWP, namely task performance, contextual performance, and counterproductive behaviour. Therefore, psychological capital has no indirect effect on individual work performance through happiness amongst public high school teachers in the Free State Province.

DISCUSSIONS

The general aim of the study was to investigate the relationship between psychological capital, happiness, and individual work performance amongst public high school teachers in

the Free State Province of South Africa. This study contributes to the existing literature on psychological capital in the workplace, happiness and how it impacts on individual work performance.

Based on H_1 (psychological capital has a positive relationship with happiness amongst public high school teachers in the Free State Province), this study found that psychological capital has a positive relationship with happiness amongst public high school teachers in the Free State Province. Hence, hypothesis 1 was accepted. An interesting finding from this study was that the results of the study indicated that engagement and meaning have added impact on psychological capital. However, the association between psychological capital and pleasure was slightly less significant. These findings mean that a significant increase in the level of psychological capital of the sampled teachers in the public school will lead to an increase in their orientation to happiness along the three dimensions (engagement, meaning & pleasure) considered in this study. These findings are consistent with Kun and Gadanecz (2019) who found that in Hungarian teachers' workplace, well-being, and happiness correlate with inner psychological resources, hope and optimism.

Psychological capital enables employees to perceive and understand the culture of the organisation so that workplace happiness is achieved as well as beliefs and expectations are fulfilled (Williams et al., 2015). Therefore, teachers who face challenges view all these as temporary setbacks as they have the belief and capabilities to reach their desired goals (Luthans & Youssef-Morgan, 2017). Achievement by teachers leads to positive outcomes that thrive in the form of job satisfaction. Furthermore, teachers' motivation comes from experiences of a positive life, thus exerting more energy into contributing to activities that impact positively to the good of pupils in schools. Psychological capital enhances confidence and engagement when employees work in an organisation. The positive emotions of psychological capital suggest that teachers in the public high schools in the Free State are

enthusiastic and find meaning in their work. The study supports Frederickson's (2001) Broaden Build theory, which indicates that teachers' positive emotions can build relationships with colleagues and students, therefore creating an environment in which it is possible to thrive and prosper. Interventions that promote psychological capital are thus of paramount importance.

Furthermore, the results for H_2 (happiness has a positive relationship with individual work performance amongst public high school teachers in the Free State Province) also show that there is a significant positive relationship between happiness and individual work performance amongst public high school teachers in the Free State Province. Therefore, hypothesis 2 was accepted. This current study indicates that public high school teachers in the Free State Province experience positive emotions, have a clearer sense of path in their work and experience a state of emotional and intellectual involvement that motivates them to work. Undeniably, the results are comparable to Redelinghuys (2016), who revealed that workplace flourishing had a positive relationship with in-role performance amongst secondary school teachers in the Sedibeng region in Gauteng.

The results above could be attributed to the view that teachers' well-being tends to lead to creative teaching in the classroom (Barker & Martin, 2009). Creating positive feelings allows teachers to increase their time allocation to more innovative tasks, which can then be associated to improved productivity (Isen & Reeve, 2005). Happy people are efficient and those who are unhappy will not pay complete attention to any assignment (Wesarat et al., 2014). Besides, maintaining the happiness of teachers is important to ensure the availability of personnel to have efficient continuance in schools (Asiyabi & Mirabi, 2012). Hence, a link between psychological capital and happiness was found in this study.

Based on H_3 (psychological capital has a positive relationship with individual work performance amongst public high school teachers in the Free State Province), the results

revealed that there is a significant positive relationship between psychological capital and individual work performance amongst public high school teachers in the Free State Province. Task performance showed a strong relationship with psychological capital. Thus, hypothesis 3 was accepted. The results are consistent with Karakus et.al. (2019) who found that the higher psychological capital in teachers, the higher the job performance.

According to Avey et al. (2009), an improvement in performance can be accomplished by stimulating positive aspects of individuals and improving their psychological capital. As noted by Rabenu et al. (2016), PsyCap employees are motivated (self-efficacy) to have multiple solutions to issues (hope), have internal references and positive results (optimism) and are consistent and positive in responding to challenges and barriers (resilience). (resilience). (resilience). These positive behaviours are key to the company. Accordingly, this research concurs that the higher the level of psychological capital of teachers, the less likely teachers are to be impacted by negative work experience (Karakus et.al., 2019). Additionally, the more teachers are exposed to positive experiences, the more they are committed and motivated and they seldom intend to leave.

Pertaining to H_4 (psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province), the results revealed that there was no indirect association between individual work performance through happiness amongst public high school teachers in the Free State Province. Therefore, hypothesis 4 was not accepted. The results implied that teachers' individual work performance does not depend on their level of happiness. Although the results did not support the hypothesis, it can be argued that the combinations of the factors as a combined second-order variable were not examined. However, theoretical and empirical studies suggested that both PsyCap and happiness variables are crucial for organisational performance. For

example, Youssef-Morgan and Luthans (2015) concluded that tangible performance results are due to employees' psychological capital and well-being.

CONCLUSION

Although the results did not indicate the indirect effects of psychological capital and individual work performance through happiness, it did show a correlation between psychological capital and individual work performance amongst public high school teachers in the Free State Province. The study found strong significant relationships between psychological capital and orientation to happiness, psychological capital and individual work performance and orientation to happiness and individual work performance. The results indicate that the presence of positive emotions are important psychological states required within the educational sector as they are positively related to individual attitudes and in turn, their performance at work.

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CHAPTER 4

4. CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter provides findings on research objectives and discusses the limitations of the study, recommendations for further studies and organisational recommendations. The results serve as an effort to answer general research questions.

4.1 Conclusions.

The conclusions are drawn from the main objective of the research., which was to investigate the relationship between psychological capital, happiness and individual work performance amongst public high school teachers in the Free State Province of South Africa.

The first specific objectives were to conceptualise psychological capital, happiness and individual work performance from a theoretical perspective. Psychological capital is the highest core construct order which integrates numerous positive organisational behaviour capacities synergistically (Luthans & Youssef, 2004; Luthans et al., 2007) and highlights personal psychological sources with their basic four components (self-efficacy, hope, optimism and resiliency). As Avey et al. (2011) note, psychological capital positively affects attitudes and employee performance at work and is an open construct with potential growth, which means that it plays an important role in people's development (Luthans & Avolio, 2003). Sweetman and Luthans (2010) state that psychological capital is a personal resource that enhances a person's ability to handle stressful situations, to encourage happiness and to promote positive workplace productivity. It is important to enhance happiness among teachers, because happiness plays a major role in improving performance and in dealing with stressful events (Wood & Joseph, 2010)

Happiness may be experienced through three different orientations: (1) pleasant life (experiencing pleasure), (2) good life (encompassing engagement) and (3) meaningful life (reflecting meaningfulness) (Peterson et al., 2005). The results are consistent with the

Broaden and Build theory of positive emotions (Frederickson, 2001). The Broaden and Build theory argues that if someone has hope of achieving his or her desired goals and is optimistic that he or she will achieve organisational goals, then such an employee is likely to be happy and perform better. Positive emotions enable people to transform, to be creative, well-informed, resilient, socially integrated and to become healthy individuals (Frederickson, 2004). Psychological capital and happiness are desirable positive work behaviours that allow individuals to perform better at work, leading to improved motivation, productivity (Luthans & Youssef-Morgan, 2017; Wright et al., 2007) and improved quality of work life.

The second specific objective was to understand the relationship between psychological capital and happiness amongst public high school teachers in the Free State Province. The results of the structural model indicated that hope directly influenced meaning ((β = .28**). Optimism influenced the level of engagement (β = .78**) as well as levels of meaning (β =.35**). Research has shown that personal psychological tools such as optimism, self-efficacy and organisational based self-esteem predict work engagement (Xanthopoulou et al., 2007) and optimism has also served as a partial mediator in the relationship between meaning in life and for both positive and negative aspects of well-being (Ho et al., 2010). The results are similar to those of a study by Hedayati and Khazaei (2014) who found a significant correlation between hope and meaning in life amongst students.

Resilience directly influenced pleasure (β =.35*) to a slightly lesser significant extent. In a study of Mohseni et.al. (2019), a significant relationship was found between meaning in life and resilience. Hence, in the context of this study, these findings imply that teachers follow their goals persistently and creatively, as they find meaning in the work. An increased level of meaning helps overcome adversity and increases self-fulfilment and happiness (Kim et al., 2005). Fredrickson (2001) sees hope as a psychological power to help us cope with stressful and unpleasant circumstances which in turn increases productivity. Their optimistic presence

results in being responsible for their performance and to hope for positive results. Furthermore, finding meaning in their work results in the accomplishment of objectives and a positive view of their past.

The third specific objective was to understand the relationship between happiness and individual work performance amongst public high school teachers in the Free State Province. The results showed that there is a significant relationship between engagement and task performance (r = .56**) and contextual performance (r = .66**). Furthermore, there was a significant relationship between meaning and task performance (r = .52**) and contextual performance (r = .61**). This suggests that, if teachers find their work meaningful, they will perform central tasks and activities that are not part of the job description and cooperate with other employees to get tasks done. The results are comparable to a study by De Coning (2020) who found that task performance and contextual performance were practically and statistically significantly related to work engagement amongst nurses. The results also support the findings by Tong (2018) who found significant, positive relationships between meaningful work and task performance and contextual performance.

There was a significant relationship, but with little effect between counterproductive behaviour and pleasure (r = -.22**). In addition, the results from the structural model indicated that meaning had a direct influence on counterproductive behaviours (β = .90**). This implies that the more teachers experience meaning and pleasure, the less counterproductive behaviour will be demonstrated.

The fourth specific objective was to understand the relationship between psychological capital and individual work performance amongst public high school teachers in the Free State Province. Individual work performance is characterised as the behaviour or activities of the individual to achieve organisational goals and is controlled by the individual (Koopmans et al., 2014). Koopmans (2015) highlights individual work performance in three dimensions

which are: task performance, contextual performance and counterproductive behaviour. Task performance is a proficiency (competency) that enables an employee to perform central tasks or a degree to achieve central goals (Taris & Schaufeli 2014). This indicates that such cognitive skills allow teachers to complete their assignments because they have the technical capacity to do so, they are able to stay abreast of developments in the education system and adapt to the students' challenges regarding the subject they are teaching. Koopmans et al. (2013) describe contextual performance as individual activities that benefit an organisation and a social and psychological environment where the technical core is functional. This conduct suggests that teachers can go beyond what is required of them (task performance) and coach or mentor their colleagues who find it challenging to handle such concepts in their assignments. Counterproductive work behaviour is characterised as negative behaviour that affects the well-being of the organisation (Koopman, 2015). Such behaviour harms the organisation's interest, violates organisational norms and deters the goals and objectives of the organisation (Chang & Smithikrai, 2010).

The results showed that self-efficacy had a significant relationship with contextual performance (r =.50**). If teachers believe and feel confident in their tasks, they will tend to support and work closely with colleagues. Also, the results revealed that there is a significant relationship between hope and task performance (r =.67**) and hope and contextual performance (r = .60**). The results from the structural model also confirmed that hope directly influenced task performance (β =.66**). Resilience had a significant relationship with task performance (r =.50**). Lastly, optimism had a significant relationship with contextual performance (r =.50). This implies that teachers continuously find alternative ways to accomplish their goals, complete their assignments and go beyond what is expected from their roles. Moreover, teachers complete their assignments regardless of challenges they face since they can adapt constructively and positively to adversity or negative events. They also

exert effort and are confident about the future, despite distractions. They thus show extra-role job performance. The results are consistent with Delgado et al. (2018) who found that self-efficacy predicts contextual performance. Luthans et al. (2005) also found a significant positive relationship between the optimism and performance of Chinese employees as rated by their managers.

The fifth specific objective was to investigate whether psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province. The results revealed no indirect association between psychological capital and individual work performance through orientation to happiness of teachers in the sampled schools in the Free State Province. Therefore, based on the current study, the indirect effects of psychological capital with individual work performance through happiness remains a gap in literature.

4.2 Limitations.

This research has limitations that are discussed alongside recommendations for future studies. The study used non-probability convenience sampling, which were teachers from 5 districts in the Free State who were eager and available to complete the questionnaires. Only 260 questionnaires out of 500 distributed questionnaires were completed. Research focused exclusively on public secondary school teachers in the Free State Province and did not include other groups of educational staff, such as principals, private school teachers and teachers from special needs schools and the focus was only on the Free State Province. These can be used as samples in future research . Cross-sectional data was used for this study; therefore, longitudinal studies and experiments can be used in future research. Besides that, the current research was solely quantitative; thus, a qualitative sample or a mixed approach design could be used in the future to explore casual inferences between constructs. Moreover,

this research focused only on two factors that predict individual work performance in the education field, which are psychological capital and happiness. Future studies may consider other factors that predict individual work performance, such as authentic leadership, psychological contract and organisational citizenship (Conway 1999; Turnley et al. 2003; Walumbwa et al., 2008), among others. Lastly, the study investigated whether psychological capital indirectly affects individual work performance through happiness amongst public high school teachers in the Free State Province. The results indicated no indirect effects between psychological capital and individual work performance through happiness, thus it remains a gap in research.

4.3 Recommendations.

The teacher's role is key to the reconstruction of education and indeed to the survival of South Africa in a growing global market. Intrinsic motivation is an important driving force for teachers, particularly in challenging environments, even though it is unlikely to be enough on its own (Adendorff et al., 2002). Furthermore, there is a need for something more, not only to support teachers in tough times, but to ensure that they teach well and retain a positive identity. Challenges that they experience can be mitigated by encouraging an environment that promotes positive emotions. Fredrickson (2004) indicates that positive emotions motivate an individual to grow and flourish.

The study suggests that PsyCap will strengthen individual work performance of teachers in the public high schools by influencing their PsyCap, thus improving self-efficacy, optimism, hope and resilience. The study further suggests that more attention should be paid to the dimensions of PsyCap as a major driver for schools to perform, which might lead to better work performance, teacher-student relationships, possibly an improvement in pass rates as well as the reputation of the schools. Many theoretical and empirical studies have shown

that psychological capital has a strong positive and significant effect on employee performance as well as other attitudes and behaviours related to work (Kappagoda et.al., 2014; Palo, 2015; Peterson et.al., 2011; Ngwenya & Pelser, 2020).

Another dimension that plays a role in organisational performance is employee happiness. Studies have shown that happiness has a positive relationship with performance (Diedericks & Rothmann, 2014; Redelinghuys et al. 2018; Redelinghuys, 2016; Rothmann, 2013). Experiences of happiness in the workplace, reduce stress, therefore, employees become productive in the workplace (Vazi et al., 2013). Redelinghuys et al. (2018) indicate that teachers who are experiencing flourishing at work are less likely to leave their jobs and go beyond what is expected.

For the individual, the study recommends teachers to always finding meaning in their work. Their difficulties experienced at work can be surpassed by looking at their past success, thereby increasing their confidence. The study also recommends teachers find mentors who conquered obstacles they went through, to increase the belief that one too, can do it. Lastly, the study recommends teachers not to put much focus on negative experiences but be goal orientated . Exercising these behaviours can be useful to build components of psychological capital, happiness, and improved employee performance of teachers.

With regard to managers in public high schools who wish to make a diagnosis of problems regarding individual work performance, the study recommends that managers help their teachers with training interventions that develop their PsyCap. The psychological capital intervention model that was developed by Luthans et al. (2006) have proven to increase the level of psychological capital by 2 percent. Luthans and Youssef-Morgan (2017) state that PsyCap is a dimension that is malleable and open to change or development. Therefore, such interventions will have spins-offs of productivity in schools.

Secondly, experiences of happiness depend on the organisational climate/culture. Therefore, managers need to create an environment that encourages openness. This can be done by allowing a platform to share opinions between teachers and managers and conducting climate surveys to understand the current challenges faced by teachers regarding their well-being.

The reinforcement of psychological capital in the education system will promote happiness amongst teachers and support a healthy culture, thereby achieving excellent performance (Gruman, 2013).

For the discipline of Human Resource Management, the study conquers with other studies which suggest that well-being promotes employee performance in organisations. Interventions that are related to promoting positive organisational behaviour are important for business continuity. The study also provides a solution for Human Resource Management to introduce interventions related to psychological capital and happiness with an intention to reduce absenteeism, negative attitudes, and intention to leave, as such behaviours have financial impact on the costs of new hires (replacing employee), talent management, disengaged/presenteeism employees and productivity in organisations.

The study recommends, in future, to examine combinations of the factors as a combined second-order variable, which might impact the influence of psychological capital through orientation to happiness to individual work performance. Future studies can also focus on other provinces; thus, the results can be generalised in South Africa.

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