



The interactions between Psychological Capital on job satisfaction and job performance of high school teachers in Gauteng

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Mini-dissertation accepted in partial fulfilment of the requirements for the degree *Master of Business Administration* at the North-West University

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Graduation: May 2020

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Acknowledgements

To those who contributed to my research and/or to this study, this is to say how much appreciation I have for all the assistance:

- For all the teachers who took part in completing the Google Form and to the principals who permitted me to do research at the selected schools.
- To Christine Bronkhorst at NWU library for the support and help with the search of resources.
- Shawn Liebenberg at the NWU Statistics Department for the support and help with online questionnaires and results.
- Cecile van Zyl, for the speedy response and insight into the references, which are truly appreciated, thank you.
- Also, for providing me with the strength and determination to continually work towards the completion of this dissertation, I have to thank my Almighty God.
- Charlene, it is not possible to put into words how grateful I am to have you as my wife. You have been with me every step of the way in completing this dissertation and were a constant encouragement and help.
- Lastly, a thank you has to be expressed towards Mrs N Khumalo for the direction and insight all through the process of this dissertation.

Abstract

Teachers in South Africa face difficulties in performing their daily responsibilities effectively, so it is essential that they can draw on different resources to face these difficulties and resolve them. The fundamental educational process can simply be described as the meaningful interaction that exists between a teacher and a learner. This relationship plays a significant and essential role in shaping a learner through the teacher's educational method. Teachers could be seen as someone that a learner looks towards to find inspiration; in other words, being a model of behaviour that learners can follow, for instance in the areas of education, job satisfaction and teacher efficiency become vitally important.

The education sector also signifies to a large extent a part in shaping the South African economy; the success of the education sector depends largely on the psychological factor, the teachers' performance at doing their job and the satisfaction that the teachers experience at their work place.

The research explored the interactions of psychological capital and had an attempt to clarify how the resources in the psychology are inherent in psychological capital and how this can benefit against the negative effects' teachers experience in the satisfaction and performance in their working environment. This study explored the amount of impact psychological capital has at equipping teachers at work in registered IEB schools in Gauteng, South Africa. An approach that is quantitative in nature was followed with a cross-sectional design; the convenient sample of 158 high school teachers was sampled from 32 registered IEB high schools in Gauteng. They have completed an online Google Form questionnaire, which has assessed their levels of psychological capital, job satisfaction and job performance. The Psychological Capital Questionnaire (PCQ), Minnesota Satisfaction Questionnaire (MSQ), and Paterson Job Performance Questionnaire were used to assess the high school teachers.

The study results found that teachers' interaction with psychological capital was significantly correlated to their satisfaction they experience at their workplace and the level of performance that happens at work. With reference to the four dimensions and

the extent to which it affects the satisfaction of the teachers, it was concluded that all four dimensions have a positive correlation with the perceived satisfaction of the individual at work, but the construct psychological capital as a combined construct is more effective to increase the satisfaction of the staff member. The dimension that has the highest impact in satisfaction is *optimism*.

The performance of the teacher's job is positively influenced by the dimensions of psychological capital. Each dimension has about the same amount of influence than the combined construct on performance. The dimension that did have the highest impact on the performance of an individual was *resiliency*.

The management of a school can use this study to better understand the correlation with these constructs and sub-dimensions with additional information on possible ways in which the dimensions of the staff can improve the performance and satisfaction of a teacher.

Concluding this study, it was found is that educators at a school who have a higher psychological capital tended to be more satisfied and have a higher performance rate at work than those with a lower psychological capital.

Keywords: physiological capital, job satisfaction; intrinsic factors, extrinsic factors, job performance; task performance, contextual performance, high school teachers

Table of contents

Acknowledgements	i
Abstract	ii
List of abbreviations	iv

Chapter 1: Nature and scope of study

1.1. Background of study	1
1.2. Problem statement.....	3
1.3. Research objectives.....	4
Objective 1	4
Objective 2	4
Objective 3	4
1.4. Research questions	5
Question 1	5
Question 2	5
Question 3.....	5
1.5. Rationale and significance of study	5
1.6. Delimitations (scope)	6
1.7. Definition of key concepts.....	6
1.8. Literature review	7
1.9. Limitations of study	8
1.10. Layout of the study.....	8
1.11. Conclusion.....	9

Chapter 2: Theoretical Framework & Literature review

2.1. Introduction.....	10
2.2. Psychological capital	10
Positive Organizational Behaviour theory (POB)	11
2.2.1. Self-efficacy	14
2.2.2. Hope.....	15
2.2.3. Resilience.....	16
2.2.4. Optimism	17
2.3. Job satisfaction.....	19
Maslow Hierarchy of needs	20
Herzberg’s Motivation (Hygiene Theory)	21
Need fulfilment Theory	22
Social Reference (Group Theory)	22
Goal Setting Theory of Edwin Locke	23
2.3.1. Extrinsic factors	23
2.3.2. Intrinsic factors	24
2.4. Job performance.....	25
Vroom’s Expectancy Theory.....	26
2.4.1. Task performance.....	28
2.4.2. Contextual performance	28
2.5. High school teachers.....	29
2.6. Psychological capital and job satisfaction and job performance	31
2.7. Psychological capital and job satisfaction.....	32
2.8. Psychological capital and job performance	33
2.9. Job satisfaction and job performance	33

2.10. Conclusion.....	34
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Chapter 3: Research methodology

3.1. Introduction.....	37
3.2. Research paradigm	37
3.3. Research approach	38
3.4. Research design.....	38
3.4.1. Population	40
3.4.2. Sample size.....	41
3.5. Data collection instruments	42
3.5.1. The psychological capital section of the questionnaire.....	43
3.5.2. The job satisfaction section of the questionnaire.....	44
3.5.3. The job performance section of the questionnaire.....	45
3.6. Data coding and analyses.....	46
3.7. Ethical consideration.....	46
3.8. Conclusion	47

Chapter 4: Results

4.1. Introduction	48
4.2. Measurement reliability	48
4.3. Demographics.	49
4.4. Variables frequency.....	51
4.5. T-test	53
4.6. ANOVA tests	55
4.7. Objectives of this study.....	62

Objective 1	62
Objective 2	63
Objective 3	63
4.8. The tested hypothesis	64
4.9. Comparison of data collect to previous findings	65
4.10. Conclusion	66

Chapter 5: Conclusions, limitations and recommendations

5.1. Introduction	67
5.2. Conclusions	67
5.2.1. Conclusions in accordance with the specific literature objectives of the study.....	67
5.2.2. Conclusions of the empirical results of the study	69
Objective 1	69
Objective 2	70
Objective 3	71
5.3. Practical implications	72
5.3.1. Increasing hope	73
5.3.2. Increasing self-efficiency.....	73
5.3.3. Increasing resilience	74
5.3.4. Increasing optimism.....	75
5.3.5. Increasing psychological capital	75
5.4. Limitations.....	76
5.5. Recommendations for future research.....	76
5.6. Conclusion	77

Bibliography	78
Appendix A: Consent form for participation in research.....	97
Appendix B: Questionnaire.....	99
Appendix C: Tables.....	103

List of tables

Table 1: Internal consistency: three tested variables and the four sub-dimensions.....	48
Table 2: Demographic characteristics of participants	50
Table 2.1: Gender demographic of participants.....	51
Table 3.1: Five lowest means from the questionnaire	52
Table 3.2: Three highest means from the questionnaire	53
Table 4.1: Psychological capital difference between genders	54
Table 4.2: Job satisfaction difference between genders.....	54
Table 4.3: Job performance difference between genders.....	55
Table 5.1: Psychological capital difference between years being a teacher.....	56
Table 5.2: Job satisfaction difference between years being a teacher	57
Table 5.3: Job performance difference between years being a teacher	58
Table 5.4: Psychological capital difference between years at current school	59
Table 5.5: Job satisfaction difference between years at current school	60
Table 5.6: Job performance difference between years at current school	61
Table 6.1: Correlation coefficient of psychological capital and job satisfaction.....	62
Table 6.2: Correlation coefficient of psychological capital and job performance	63
Table 6.3: Correlation coefficient of job satisfaction and job performance.....	63
Table 6.4: Correlation coefficient of psychological capital's 4 sub-dimensions and job satisfaction and job performance.....	63
Table 7: Summary table for hypothesis testing.....	64

List of figures

Figure 1: A conceptual model of the study	35
Figure 2: Empirical model of the study	64

List of Abbreviations

Abbreviation	Meaning
IEB	Independent Education Board
SPSS	Statistical Package for Social Science
MSQ	Minnesota Satisfaction Questionnaire
PSQ	Psychological Capital Questionnaire
POB	Positive Organisational Behaviour
α	Cronbach's alpha coefficient
p	Statistically significant value
ANOVA	One-way analysis of variance
VIE	Vroom's Expectancy-Valence-Instrumentality

Chapter 1: Nature and scope of study

1.1. Background of study

If teachers are respected in their countries, there will be a “more effective education system” (Ali, 2015:131). With this in mind, the human aspect of teaching is seen as one of the most valuable resources of a community and its future. However, up until today teachers are still experiencing a high degree of fatigue, and half of Turkey’s teachers said they are in constant burnout situations (Bozkus, 2017). Educators in Belgium, who are new to teaching or who moved to a new school experience additional work pressure that increases the level of burnout even more (De Neve & Devos, 2017). It was also founded in North Carolina that even the head of the school has a crucial amount of impact on the teachers’ perceptions of their work environment (Burkhauser, 2017).

In addition, Egyptian teachers with higher qualifications and more working experience have higher levels of stress, anxiety and depression experienced at work (Desouky & Allam, 2017). Teachers in Tanzania expressed that the levels of stress and work environment are impacting their method of discipline (Hecker *et al.*, 2017); whereas teachers on the African continent continue to experience similar situations. In the Eastern Cape, South Africa, teachers expressed that there is a dissatisfying work environment that exists because teachers are rarely being promoted (Okeke & Mtyunda, 2017).

Teachers in Vanderbijlpark also experienced problems with stress and burnout due to pupils talking back and disrupting their teaching lessons. Pupils will also push boundaries to test if their school environments can handle them, and teachers must be trained in handling conflict and the psychological dynamics of pupils (Masweneng, 2019). All the above-mentioned cases are evidence that teachers worldwide and in South Africa’s educational system face many daily challenges. They are faced with the most important task to develop the youth of the country, encouraging them and developing authentic leaders for the future (Van Schalkwyk, 2018). Individuals with high psychological capital experience positive organisational commitment, job satisfaction and workplace psychological well-being, while, when the psychological

capital of an individual is low, negative relationships exist with employee cynicism, stress and turnover intention (Price, 2017).

Studies have shown that people with higher physiological capital levels find themselves in a more satisfactory position financially and physiologically than people with lower levels. These individuals who experience high levels of psychological capital experience higher levels of well-being and affective commitment (Adil & Kamal, 2016). The four psychological capital dimensions, namely hope, optimism, self-efficacy and resilience assist teachers in showing how they cope with stress development and low self-esteem (Clarence, 2018). This helps teachers to identify with their co-workers, which is just as important as understanding burning out or finding motivation in the working environment.

According to the Department of Basic Education, between 18 000 and 22 000 teachers leave the profession every year; this, in many cases, is due to burnout, stress and depression, which are then followed by poor health and negative engagement and satisfaction in their working environment (Department of Basic Education, 2019).

In South Africa, teachers tend to be demotivated, stressed and unable to perform the different roles expected of them to ensure quality education and a satisfying working environment. This presented itself as a growing problem needing to be addressed to help the education system benefit from the studied solutions on the problem (Jurado *et al.*, 2019).

Therefore, a strong case can be created for the significance of psychological capital for South African teachers, and this dissertation examined to what extent and how psychological capital, as a psychological resource, can help teachers in providing quality education. This dissertation addressed the research questions through a theoretical framework depicting the theoretical relationships between these constructs, which will discuss the research concerning the existence and interactions of psychological capital on job satisfaction and job performance within a South African context. This chapter will conclude with the research objectives that will be evaluated and the methodology will then be discussed, namely the research

paradigm, design, approach, the measures used in this study, the sampling procedure and the descriptive statistics of the sample.

Lastly, the analysis of the data and results will be discussed, which will highlight the results of each hypothesis test conducted in this study and will also contain the discussion of the results, which will comprise a summary of the results, practical and theoretical implications for further research as well as limitations and recommendations.

1.2. Problem statement

The economy of Gauteng is greatly influenced by the education sector. The job satisfaction and performance of teachers' psychological factors have a large impact on the effectiveness of service that the education sector provides. One of the most relevant issues plaguing the education system in South Africa is the challenge facing educators, such as being part of a challenging and stressful working environment (Pillay, 2017).

Many South African teachers find themselves working in an environment that lacks support, facilities and infrastructure, and might have to cope with a demanding curriculum in an uncomfortable setting (Pillay, 2017). Teachers require high levels of psychological capital to provide the South African youth with a teaching experience not only beneficial to them but also the teacher. Educators must then be able to develop, blossom and uphold an optimistic and hopeful outlook on life (Jurado *et al.*, 2019). To improve schools, a multi-faceted approach is necessary, as well as a deep understanding of the individual communities in which each school operates is essential. However, certain problems seem to be more influential than others, as where the quality of teaching and the effectiveness of the principal are the two greatest influences on the success of pupil learning (Summer, 2018). This suggests that the effectiveness of school staff and leaders is a prominent influencer on school performance.

Given the pivotal role of teachers in addressing the problems faced by South African schools, it is essential that teachers can access as many resources as possible to

fulfil their roles effectively. However, teachers are often faced with a lack of resources such as access to technology or appropriate textbooks and are required to draw on internal resources to assist them in their jobs instead. One such type of resource that teachers may utilise is psychological resources (Hansen *et al.*, 2015).

Furthermore, the problem is double faceted; initially, teachers do not experience effective engagement and well-being, and secondly, the organisation needs dedicated and satisfied teachers because these teachers make a significant contribution to student learning and school functioning (Clarence, 2018). The findings of this study aim to observe the interactions that occur between psychological capital, job satisfaction and job performance within the context of South African high school teaching. The effect of psychological capital will be investigated to determine to which extent resources can have a positive effect on the job satisfaction and job performance of teachers in their work environment. This study would contribute to the South African psychological capital research context and demonstrate the positive role that it can play within this context for educators.

1.3. Research objectives

The primary objective of this dissertation was to investigate the interactions that exist within the context of South African high school teaching between psychological capital on job satisfaction and job performance.

The secondary objectives of the study were:

Objective 1: To provide an understanding of the interactions that psychological capital has job satisfaction and job performance.

Objective 2: Identify to what extent the dimensions of psychological capital influence high school teachers' job satisfaction.

Objective 3: Establish to what extent the dimensions of psychological capital influence high school teachers' job performance.

1.4. Research questions

The research questions guided the study in exploring the interactions that exist between psychological capital on job satisfaction and job performance within the South African high school teaching context:

Question 1: What kind of relationship exists between psychological capital, job satisfaction and job performance, and how do they affect each other?

Question 2: To what extent do the dimensions of psychological capital influence high school teacher's job satisfaction?

Question 3: To what extent do the dimensions of psychological capital influence high school teacher's job performance?

1.5. Rationale and significance of study

Teachers play an integral role in the education system of any community (Price, 2017). Aiming to refine the positive characteristics and assets of teachers, it can have a beneficial impact not only on their success and engagement, but also on their job satisfaction and job performance, and of their students, helping teachers reflect on their physical and emotional well-being (Koperski, 2017).

The purpose of this study is to determine that, by assessing the interactions between psychological capital on the satisfaction that an individual experiences at work and the job performance of high school teachers, it will provide the researcher with the opportunity to gain more insight into the workplace of high school teachers and their job satisfaction and job performance. Such results will provide empirical information for future studies on high school teachers' emotional resources and how it can help improve a teacher's job satisfaction and job performance. This could assist schools to acquire the information and skills needed to develop a strategy that is more focused on retaining employees in order to maintain high-performance human capital.

As stated above, high school management could then benefit from the results to

better understand their workforce and consequently be able to plan better and help staff to increase and maintain their levels of psychological capital accurately. Therefore, if teachers are retained, the level of education could also improve.

1.6. Delimitations (scope)

The research will focus on high school teachers in registered IEB high schools in Gauteng. Gauteng is a province situated in central South Africa. The Gauteng province has five regions. This study will be done in all five regions of Gauteng, but it will take part in only independent schools registered with the Independent Education Board (IEB, 2019). The sample is taken from IEB schools that are across eight areas in the five regions of the Gauteng Province. This sample is taken to assist the researcher in geographic accessibility and since this research is limited to time and funds, it cannot take all the teachers into consideration, but with the sample size it allows all the regions to form part of the high schools that are in the study.

1.7. Definition of key concepts

Psychological capital

This construct is the beneficial psychological state of development of an individual and has four defining dimensions, which are confidence (self-efficacy) in taking on and making the necessary effort to succeed in difficult tasks (resilience) and by creating a positive identity (optimism) to accomplish now and into the future; by following goals and, if possible, by redirecting objectives to goals (hope) for achievement (Clarence, 2018). These are the four dimensions (self-efficacy, resilience, optimism, hope) that people can evaluate within themselves to find out how it affects their lives (Luthans & Youssef-Morgan, 2017).

Job satisfaction

Satisfaction of a person's work is one of the factors contributing to the overall efficiency of the work carried out, as a result of the interaction between what people get from a job (in terms of wages, rank, recognition, etc.) and its expected results (Hugo, 2018). Job satisfaction consists of intrinsic and extrinsic satisfaction. Intrinsic refers to satisfaction relevant to the environment of a job, such as behaviour,

autonomy, diversity, social status, moral values, security, social service, power, use of skills, accountability, creativity and achievement (Steinmann, 2016). Extrinsic refers to the satisfaction identified with the characteristics of work, such as leadership, salary, success, appreciation, as well as policies and practices of the company (Steinmann, 2016).

Job performance

The job performance of an individual relates to how much effort and time (efficiency) this individual spends on his/her work (Sharom, 2017).

High school teachers

High school teachers provide advice and support to learners to enable the learner to enhance abilities and understanding to be prepared for life after school (Mmako, 2018).

1.8. Literature review

The following databases have been consulted in the literature review:

- Internet publications
- Dissertations and academic journals
- Research reports
- North-West University's online library
- Newspaper articles

The compiled and cited literature assists in expressing to the development and interpretation of information relevant to the study's three constructs. The first construct is to have an understanding of psychological capital's impact relevance, motivating factors and implications.

The second construct describes job satisfaction; the third is job performance; and lastly, is to look at the construct psychological capital and the interaction/influence on South African high school teachers' job satisfaction and job performance.

1.9. Limitations of study

In collecting the data, the process of the quantitative study could have possible limitations:

- The method used for obtaining permission to collect data presents a potential limitation. In order to gain access to conducted research at the school, permission will need to be granted from the school principal.
- Due to its proximity and accessibility to the researcher, the regions chosen for this study can also provide a limitation in the sense that there are many schools in both the province and the rest of the country that exist within contexts that differ socially and economically, which can yield different results.
- The collected data has been limited to a specific timeframe and from a selected number of members who have responded, and therefore provides a small sample of the specific variables over a selected moment in time.

1.10. Layout of study

The layout of the study consists of five chapters:

Chapter 1: Nature and scope of the study

This chapter provides a holistic view of the constructs and consists of an introduction, problem statement, definitions of key concepts, research methodology, research design, measuring instruments, population of study, limitations and delimitations of the study, and research questions, concluding with the description of the dissertation.

Chapter 2: Literature review

The chapter presents the findings of previous research that has been accompanied with the construct of psychological capital, job satisfaction and job performance. This section also defined the research study's theoretical structure.

Chapter 3: Research methodology

This chapter consists of the investigation of the paradigm, research design, methodology of research, sampling method, method collection of data and method of data analysis used in the dissertation.

Chapter 4: Results

The outcomes of the respondents' information that has been obtained from the data analysis research methods will be presented in Chapter 4.

Chapter 5: Conclusions, limitations and recommendations

A conclusion of the current study follows in Chapter 5 and highlights the limitations surrounding the study and possible commendations for forthcoming research.

1.11. Conclusion

This section serves as introduction to the background of the study, accompanied by this study's problem statement, research objectives, strategy, significance and restrictions. The next section provides a detailed overview of literature that reviewed multiple resources and observations on psychological capital, job satisfaction and job performance.

Chapter 2: Theoretical Framework & Literature Review

2.1. Introduction

The review of previous academic literature follows as well as the outlines of various studies and theories related to psychological capital, job satisfaction and job performance. Each construct in this literature review is used in an educational setting, with studies conducted within a South African context. This literature review focused on identifying the interactions between psychological capital on job satisfaction and job performance of high school teachers in Gauteng, South Africa.

The research methodology presents the outline of the instrument and the study's design. The fourth chapter will include a discussion and analysis of the results.

2.2. Psychological capital

Positive organisational behaviour studies have found that psychological resources, such as psychological capital, are one class of resources that can be useful in the workplace (Price, 2017). Luthans and Youseff (2004) first declared the construct of 'psychological capital'. They argued that this construct is a form of capital that employees and organisations can leverage on to gain a competitive advantage similar to how advantage is given by human capital and social capital. This definition stressed the importance that these positive psychological capabilities have developmental properties, which means that they have the possibility to change and improve and that individuals can use these properties when needed. Psychological capital explores who you are and its fundamental psychological factor that focuses on self-efficacy, hope, optimism and resilience (Luthans & Youssef-Morgan, 2017).

Luthans *et al.*, (2017) also stressed that psychological capacities should be measurable and open to development. He proposed three psychological capacities that laid the groundwork for further research in this field, namely confidence, hope and resilience with optimism being the fourth component.

Luthans and Yousseff (2017) emphasised the importance of this construct, noting that since individuals have psychological characteristics, an organisation's performance requires investing in its human resources' psychological capital.

It has been shown that constructive emotions are linked to benefits when a person portrays positive psychology. These benefits include improvement towards physical health, psychological well-being, prolonged existence, and adequate quality of life. Anxiety, depression and worry are all associated with unfortunate levels of health across the board (Lino, 2016). Psychological capital is a developing construct and is therefore embedded in the positive psychological condition of an individual's growth, which consists of the following dimensions, namely self-efficacy as in the achievement of a job or the expectation of perseverance, optimistic attribution or optimism about future achievements, and finally, resilience the adversity to succeed (Kappagoda, 2018).

Psychological capital consists of two main areas of relevant theory, namely the theory of positive psychology (positive organizational behaviour theory) and human capital theory. The first theory, human capital theory, refers to the resources for material production and revenue, the connotation of the modern capital physical capital extends to human capital.

In relation to the research the positive organizational behaviour theory will be briefly discussed in the next section.

Positive Organizational Behaviour (POB)

Psychological capital originated from the field of positive organisational behaviour (POB). Avey, Luthans, and Jensen (2009, p. 678) described POB as "the analysis and application of positive-oriented human resource strengths and psychological skills that can be assessed, built and managed effectively to improve performance." Psychological capital is founded on a similar belief to POB; psychological capital focuses on individuals' strong points and positive attributes and is thought to contribute to increased individual and organisational success (Luthans *et al.*, 2017).

Psychological capital's positive psychological paradigm applies to individuals who can attain positive feelings, positive personal attributes, and function and work in beneficial organisations around them; therefore, this positive psychological paradigm can enhance their life's subjective well-being, mental health, and overall upliftment (Lim, 2018). Positive psychology focuses on enhancing the strengths and abilities of people in various areas of their lives as a way to enhance their well-being (Maddux, 2009). Being closely involved in positive psychology research, Luthans *et al.*, (2017) concluded that by researching and applying positive human resource attributes and mental capabilities, positive psychology could be applied to organisational behaviour research.

Psychological capital therefore builds on the theory of positive psychology, the four positive dimensions of hope, self-efficacy, optimism and resilience that allow individuals to take advantage of their psychological strengths to persevere in their workplace (Heled *et al.*, 2015). Over time, these measurements may have some consistency, but they are also factual and open to further development. In comparison to opinionated concepts such as the five dimensions of personality, which are comparatively constant and difficult to adjust (Luthans & Youssef-Morgan, 2017), this means that they are fairly flexible and open to expansion. In relation to the current research POB theory can be applied to understanding the psychological well-being of teachers.

Psychological capital appears to be instrumental in facilitating the impact on multiple favourable outcomes of a positive organisational context. It plays a critical part in the role to achieve efficiency and effectiveness in educational organisations (Caza *et al.*, 2010). Psychological capital can be a tool through which people adapt their reactions to achieve greater rates of job performance. High levels of psychological capital offer behavioural (i.e. effectiveness), motivational (i.e. hope) and other beneficial psychological strengths (such as resilience and optimism) to staff (Manzano & Ayala, 2017).

As mentioned above, considerable evidence has stated that psychological capital has been positively influenced by a number of beneficial outcomes, which includes an individual experiencing positive job satisfaction and job performance, good health and

psychological well-being (Avey *et al.*, 2011; Cassidy *et al.*, 2014), while there is a negative correlation between many undesirable outcomes, for instance, job stress, burnout and anxiety (Avey *et al.* ., 2011).

A study done by Bergheim *et al.*, (2015) established that psychological capital was positively linked to one's perceived satisfaction at work. Durrah *et al.*, (2016) also found that satisfaction at work is positively linked and correlated to the hope, resilience, self-efficiency and optimism dimensions of psychological capital. Research led by Wang *et al.*, (2017) found results in the data that optimum heights of hope, optimism, self-efficacy and resiliency are related to a person having lower levels of burnout and stress, in correspondence with Herbert's (2011) research in Stellenbosch. These studies show that the data of psychological capital could be a component that acts as a personal managing resource and may hinder the development of extreme exhaustion over a period of time. Wang *et al.*, (2017) research findings highlight the probability that there are positive attributes being negated to the effects of demands and stressors. This study showed that the data of psychological capital could hinder the progression into an extreme feeling of exhaustion and possibly have an impact on a person managing resource over a period of time (Herbert, 2011).

The limited studies (Wang *et al.*, 2017; Herbert, 2011) have research findings that highlighted the potential that demands and stressors that are relevant to this research have the opposite effect than what is beneficial to positive attributes. This study seeks to elaborate on the beneficial effects of promoting and improving psychological capital's intrinsic positive attributes, which could potentially counteract toward burnout as well as having the opposite effect on increasing teachers' satisfaction level in South Africa. Other studies (Herbert, 2011; Wang *et al.*, 2012) showed that, with an in-depth study on the correlation between psychological capital and experiences of burnout in the education sector of the South African context, it emphasises the necessity for further investigation to be conducted. In order to illustrate psychological capital's positive focus and how it can lead to an opposing view of negative psychological capital, its influences on individuals' job satisfaction and job performance can help in the preliminary process.

Further studies are required in order to explain the impact of positively oriented emotions and resources and how they can mediate between job satisfaction and job performance by improving individuals' psychological capital and contribute to overall job satisfaction and performance.

2.2.1. Self-efficacy

Psychological capital's first dimension is self-efficacy and is one of the predictive factors of organisational commitment. Furthermore, it is having the assurance in the ability to achieve goals. In conceptualising this construct, Luthans and Youseff-Morgan (2017) drew heavily from the work of Albert Bandura (1994) on self-efficacy to conceptualise this construct; self-efficacy is not a trait that some have and others do not. Tugsbaatar (2019) agreed with this statement that it is the ability to exercise and enhance one's self-efficacy irrespective of past or present environment.

This variable involves personal effort and beneficial behaviour, two aspects of self-efficacy that form two essential components, which are the individual's perspective on hard work that pays off the concept and the belief in his/her ability to try anything (Zeb & Nawaz, 2016). Self-efficient people are constantly challenging themselves by setting higher objectives and typically selecting demanding workplace activities (Luthans & Youseff-Morgan, 2017).

In assessing an individual's self-efficacy, this factor has five distinctive characteristics to evaluate (Saman & Nawaz, 2016). These five characteristics involve the judgement that an activity can be done; secondly, self-efficacy is multidimensional; thirdly, self-efficacy is contextual; the fourth and fifth characteristics are linked to the degree to which a person feels confident about the subject at hand rather than evaluating it against other individual capacities (Manzano & Ayala, 2017).

Concerning the above, research has also found that a growth mindset and self-efficacy are positively associated with one another. Strosher (2003) demonstrated the impacts of incremental implicit theory in teachers on their sense of self-efficacy in the classroom. Implicit theory (personal theory) refers to the ability teachers inherent in making judgements and decision about learners and their teaching ability.

With teaching being a multidimensional career and teachers having established themselves in their class, on the sports field or even on the stage, self-efficacy forms part of their everyday life. Therefore, the characteristic of self-efficacy would form part of an important level of understanding that needs to be established when looking at the teachers' psychological capital. Stajkovic and Luthans (1998) discovered an important correlation when they performed a meta-analysis related to the relationship between confidence and job performance. Zeb and Nawaz (2016) agreed that confidence would therefore be a significant resource for South African teachers who face numerous challenges in their professional environment.

2.2.2. Hope

Hope is defined as an emotion, illustrated by positive feelings for the immediate future or the long-term future. While the individual's perspective is with the future of optimism, it is aimed at the ability to get through the difficult time or even the task at hand, with the hope that it is aimed at a person's sense of the situation at hand and how they will be able to do the task at that time. This dimension is a positive emotion that motivates individuals to achieve their goal by concentrating on and having the confidence to fulfil the current task at hand (Clarence, 2018).

Price (2017) examined Snyder *et al.*, (1991) many definitions of hope as a one-dimensional construct and an expectation that particular goal would be achieved and concluded that employees having hope can be of great benefit for both individuals and organisations.

Price (2017) agreed that hope was based on the importance of goals and that this one-dimensional definition was limited and that hope was two-dimensional. The first dimension of hope is related to the action or intervention one possesses concerning one's goal. This refers to the determination or will one has towards reaching a goal. Secondly, they argued that the pathways or plans one can create and implement in achieving one's goal are the second dimension of hope. This led to their concept of hope as "a state of motivational optimism based on an interactively generated concept that the person has achieved and planning to achieve" (Price, 2017; Snyder *et al.*, 1991, p. 571). This concept has been widely used in the literature on positive

organisational behaviour and has been adopted as a feature of psychological capital (Luthans, Avolio, Avey, & Norman, 2007; Luthans *et al.*, 2017).

There are many reasons for the inclusion of hope as a construct of psychological capital. Firstly, it is a state-like psychological concept that means it could evolve into a core feature of PsyCap (Youssef-Morgan *et al.*, 2015). Secondly, it is based on the theory and empirical research with reliability measures. Lastly, hope has been a desirable beneficial relation to employee and organisational outcomes, including satisfaction of one's job and organisational commitment in the research (Youssef-Morgan & Luthans, 2015).

Hope has four subdivisions that define psychological capital's character. These four divisions are goals, thinking about the way, thinking about organisations, and finally having barriers. Objectives of the trait can be defined as aiming for an endpoint, and to get something to strive for; path concepts relate to the measures made to achieve the necessary goals that the person aims for; action thoughts are the ideas that help a person in moving towards the necessary goal and ultimately beyond the barrier (Munyaka *et al.*, 2017).

The role of this characteristic in job performance is of great importance, because it offers strong motivation; in other words, the individual automatically experiences an intentional action aimed at achieving goals and tasks. As an example, teachers need to use hope and a favourable attitude to help them teach the same topic in different methods to the same learner, hoping to help the learner understand and develop the concept. Being a teacher also involves showing hope to each learner regardless of the conditions of the learner; therefore, it is essential to define the amount of hope of the high school educator (Hecker *et al.*, 2017).

2.2.3. Resilience

This third dimension of psychological capital is evaluated to see how an individual will deal with a scenario or task at hand. The resilience dimension of psychological capital refers to the capacity to adapt when a person is willing to recover or bounce back from a challenging position or task. In other words, resilience is when an

individual is either busy with or done with a situation, which has influenced their ability to be happy. Resilience is described by positive psychology as the process of being able to adapt and return to one's natural state after having traumatic experiences in one's life (Luthans & Youssef-Morgan, 2017). Resilience can also be divided into 10 traits, which can be used individually to master the concept of resilience (Neenan, 2017).

At an individual's working environment, resilience of the person is seen as the asset that could create a protective factor that is used to lower the risk of the individual within and their environment. This could involve the attitude, spirituality, ability to process information, and to be able to perceive humour, an optimistic look at a person future, being innovative, and having emotional intelligence. Teachers need resilience to be able to teach each class with the same level of calmness and confidence no matter how each previous situation might have affected their mood or level of happiness (Heled *et al.*, 2015).

Masten and Barnes' (2018) research on developmental processes suggests that resilience can be developed, which leads to the idea that it is a state-like construct. Similarly, King *et al.*, (2016) argued that resilience is essential to be able to handle the always evolving business landscape and it is something that can be learned by those in business. Furthermore, resilience has a significantly beneficial correlation to job satisfaction and employee performance (King *et al.*, 2016; Masten & Barnes., 2018).

Therefore, teachers need to be evaluated to determine their ability to use resilience and how this characteristic affects their teaching ability.

2.2.4. Optimism

Optimism refers to the explanatory style and how people regularly describe occurrences in their lives. The capacity of people to have a favourable perspective on the assignment or event that will occur in the future is a feature of psychological capital. Optimism is when, even though the situation or circumstance might be difficult, they still believe there will be a positive outcome.

This is beneficial in a socioeconomic environment where the individual has an energetic task-focused approach (Adil & Kamal, 2016). Educators teach learners of all ages and are major influencers in their lives. High school teachers must have an optimistic view of life. They need to focus on the present and future environment where learners are being prepared, because learners are at an adolescent age and a confused state and if optimism is introduced in their lives, the result will be beneficial for them from this example given to them at that stage in their lives (Clarence, 2018). Makhubela *et al.*, (2016) found a significant positive relationship between the optimism of employees and their performance as rated by employment management. In addition, with the combination of resilience, employees who displayed higher levels of optimism were more accepting of change in their organisations (Avey *et al.*, 2011).

There are results that show that psychological capital is linked to the workplace's results, for instance the satisfaction and performance of a person's job (Luthans *et al.*, 2017; Luthans, Norman, Avolio, & Avey, 2008). Two South African studies have produced results that are contrary to the findings of most psychological capital research. Firstly, Hansen *et al.*, (2015) found that teachers in a South African public school had a significant negative correlation between subjective well-being and psychological capital. This was contrary to previous findings showing a positive correlation between these two constructs (Hansen *et al.*, 2015).

Hansen *et al.*, (2015) suggested that such a negative relationship might have been due to people with higher well-being having less need to draw on emotional resources, including psychological capital characteristics. However, due to the correlational nature of their study, they could only provide a hypothetical argument for this finding and further research is, therefore, necessary in this regard. In addition, they found a substantial level of a negative correlation between psychological capital and disengagement, exhaustion and burnout, and a positive relationship with job satisfaction, which is in line with previous findings. Teachers' confidence is a necessity in the work tasks/goals and how they transfer the subject's content onto the learners to inspire continuous learning (self-efficacy). Teachers should have the ability to handle the day-to-day situations that occur when teaching adolescence (resiliency).

Teachers should have the ability to continually be positive and hopeful when providing advice to learners on how to reach the outcome they are aiming for; this ensures that the learners are hopeful (optimism and hope). Focusing on the positive characteristics of an individual and their job (POB) has become essential within the teaching profession in South Africa; this also includes a contributing factor to job satisfaction. Therefore, with the abovementioned, it is very necessary to study the psychological capital of South African teachers, intending thereby to improve their satisfaction and performance at work. It is expected that a teacher with a positive level of psychological capital will influence job satisfaction and it could lead to a good level of job performance, whereas job satisfaction will act as mediator between the two variables.

2.3. Job satisfaction

Job satisfaction can be described as the overall awareness of one's perceived happiness at work or the combination of attitudes that relate to several characteristics of persons' workplaces. This aspect approach is used to determine how comfortable or dissatisfied participants are with parts of the job. Kocman and Weber (2016) refer to job satisfaction as a feeling that a person is experiencing about their place of work and various facets of the environment where they are employed. Identifying job satisfaction relates to the amount/enjoyment level to which employees perceive their jobs to be positive – Lavy and Bocker (2018) supported this view.

Job satisfaction is like a gage that can be used to project to what level a person's emotional or psychological well-being at work will be (Di Fabio, 2017). The most important factor in understanding a worker's motivation, productivity, retention and success is the level of satisfaction they experience when doing their work. Some primary dimensions that contribute to job satisfaction include mentally challenging jobs, equal compensation, positive working conditions and supportive colleagues. Govender (2013) concluded that "the value theory of job satisfaction indicates that job satisfaction depends primarily on the connection between the effects of the individual's work quality and their perception of the availability of such results."

Situational and dispositional methods are two features that form part of job satisfaction (Steinmann, 2016, p. 15). The situational method is the correlation between the workplace and the satisfaction of the person, whereas the method of dispositional is an approach that affects the environment that an individual contributes to job satisfaction (Steinmann, 2016, p. 15). Therefore, satisfaction with the workplace is an emerging concept, as an internal construct, that individuals evaluate the favourable conditions at work and/or the psychological disposition of an employee (Unger, 2017, p. 4).

Job satisfaction is regarded as a complex set of variables, and many attempts have been made to explain job satisfaction in various ways. The various theories of job satisfaction are subsumed under two categories namely content theories and process theories. The former category emphasises the specific factors, which motivate the individual towards a job.

Maslow Hierarchy of needs theory

Maslow created a theory that expresses how specific needs are attained by motivating the person. If a level in this theory of needs is fulfilled, then the person will pursue to accomplish the next one, and so on (Maslow, 1943).

Maslow's (1943) opined need-based theory of motivation is the most commonly known theory of motivation according to which there are five fundamental needs of a person i.e., physiological, security, affiliation, esteem, and self-actualization. Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. Maslow's hierarchy of needs suggest that there are essential needs that need to be met first (such as, physiological needs and safety), before more complex needs can be met (such as, belonging and esteem). Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants apply to the work setting, and have been used to explain job satisfaction.

This theory can be related to teachers by understanding their physiological needs that may include their monthly salary, benefits, health and medical facility, accommodation and transportation, and comfortable working environment. A

teacher' security needs are like any other employee who is always concerned about his/her job security, fair treatment, protection against threats and many more. Affiliation needs of a teacher can be the liking of the head towards him, participation in departmental decisions, acceptance from colleagues and co-workers etc. whereas esteem needs of teachers may include the need for recognition from the departmental head, colleagues, subordinate, and learners.

Using this classification Maslow reasons that as a person moves up in life their needs changes and if a person is unable to access needs appropriate to them, they will be dissatisfied, even though they might not even know it.

Herzberg's Motivation (Hygiene Theory)

The discussion of job satisfaction and dissatisfaction is mostly based on the theory offered by Herzberg's theory of ' two-factor theory ' or ' Herzberg's motivation-hygiene theory. ' In 1969 Herzberg & its assistants proposed this theory. Based on his study of 200 Pittsburgh Area engineers and accountants in the USA, he found that there are two separate sets of conditions (and not one) that are responsible for employee motivation & dissatisfaction.

Herzberg has tried to modify Maslow's need Hierarchy theory. When one set of conditions ('motivators') is present in the organization, workers feel motivated, but its absence does not dissatisfy them. Similarly, when another set of conditions ('hygiene factor) is absent in the organization, the workers feel dissatisfied, but its presence does not motivate them. The two sets are unidirectional, that is, their effect can be seen in one direction only. Atalıç *et al.*, (2016) found that these factors most significantly related to satisfaction were achievement, and recognition of achievement (motivators); company policy and where administration (hygiene factor) was found to be the basic reason for dissatisfaction.

With this in mind, the teachers' role in the realization of aims and objectives of education cannot be ignored. Teachers who are dissatisfied with their job and are not properly motivated will not be committed to their jobs and productive in their services. Unsatisfied teachers will not be doing at the best of their potentialities and abilities.

Need fulfilment theory

Under the need-fulfilment theory it is believed that a person is satisfied if an individual gets what they want & the more the need grows or the more important, the more satisfied the individual gets when it is achieved, where the more dissatisfied the individual is when they do not get it. Needs may be the need for personal achievement, social achievement & for influence.

Teachers believe in the fulfilment of the basic psychological needs of their learners, the need in completing a task will lead toward fulfilment of a goal and their need for self-fulfilment as motivation to succeed in the profession. With the need for fulfilment, the teacher will be dissatisfied with their job (Hanggara, 2018).

Social Reference (Group Theory)

This theory considers the point of view & opinions of the group to whom the individual looks for guidance. Such groups are defined as the 'reference-group' for the individual in that they define how they should look at the world and evaluate various phenomena in the environment. It would be predicted, according to this theory that if a job meets the interest, desires, and requirements of a person's reference group, he will like it & if it does not, he will not like it.

A teacher's security needs are similar to any other employee who is always concerned about his/her job security, fair treatment, protection against threats and many more. Affiliation needs of a teacher can be the liking of towards him, participation in departmental decisions, acceptance from colleagues and co-workers, etc. Whereas esteem needs of teachers may include the need for recognition from the departmental head, colleagues, subordinates, and learners.

Goal Setting Theory of Edwin Locke

Instead of giving vague tasks to people, specific and pronounced objectives help in achieving them faster. A goal orientation also avoids any misunderstandings in the work of the employees. The goal-setting theory states that when the goals to be

achieved are set at a higher standard, the employees are motivated to perform better and put in maximum effort. It revolves around the concept of 'self-efficiency' which is an individual's belief that he or she is capable of performing a hard task.

With the above in mind, when a teachers' job doesn't meet their requirements in means of their personal preferences it will influence their job satisfaction and change their belief that they are capable of performing a task satisfactorily.

In developing countries, Ingersoll (2019) reported that, over the past few decades, teachers have had low retention rates. An educational system's success and helpfulness to the learners in the school are mainly reliant on the satisfaction of what the teachers are experiencing when doing their job (Han & Yin, 2016). The pragmatic approach to job satisfaction argues that the construct can lead to behaviour that could impact organisational performance either positively or negatively. For example, their perceived level of satisfaction within that school could strongly influence the way teachers relate to learners and other colleagues (Kocman & Weber, 2016). Kocman and Weber (2016) stated that a diverse set of essential features are related to the work itself and to the inherent aspects of the work itself. Peng (2014, p. 75) further argued that the satisfaction at one's job is necessarily multifaceted, and these aspects can be divided into two categories, namely intrinsic and extrinsic variables. Such factors affect teachers' stress and well-being.

2.3.1 Extrinsic factors

Extrinsic factors of satisfaction at the individual's job are when employees consider working conditions including aspects such as their salary, colleagues and supervisors. Lee (2019) supported Herzberg's (1987) statement that the primary outcome of dissatisfaction is related to the health or extrinsic factors employees find themselves in. These are also associated with the satisfaction of the job and the intensity and importance of the employee's tasks. Therefore, these factors would be the ones that are inherent to the job; employees will then need to perform in their work with their feelings related to business growth, professional recognition and self-fulfilment. The motivating aspects can also increase the morale of workers, but they also have a minor impact on dissatisfaction (Ali, 2015).

Primary variables are the physical circumstances of the workforce, salaries earned, peers, economic stabilisation, working hours, organisation and governance of the business and much more (Kapur, 2018). These factors refer to the physical conditions of the working environment and are therefore outside the control of employees.

Nevertheless, if they are insufficient or absent, these variables have very little impact on long-term satisfaction; they cause dissatisfaction (Ali, 2015). According to Herzberg (1987), research dissatisfaction is primarily the result of hygiene or extrinsic factors. According to this research model, when the hygiene variables are good, workers are prevented from being dissatisfied and when they are bad, workers are dissatisfied.

A variety of extrinsic factors have been associated with teacher satisfaction including salary, perceived support from administrators, school safety, and availability of school resources, among others. The job satisfaction of teachers has also been related to demographic variables including age, education, marital status, and gender.

2.3.2. Intrinsic factors

Intrinsic factors refer to the motivation to contribute to the psychological and educational development of learners and make a difference in society (Lee, 2019). In a representative sample of the civilian workforce, Ordu (2016) found that intrinsic satisfaction had a substantial impact on the satisfaction of a person's job in general.

The primary factors of this type are recognition for good work, a possibility for promotion, personal feedback, the possibility of using your skills, responsibility assigned, etc. Herzberg and colleagues (1959) found that job satisfaction levels were predicted by both intrinsic and extrinsic factors, although the stronger correlation between the two possible factors and overall satisfaction was intrinsic (Ordu 2016; Lee 2019; Steinmann, 2016).

Intrinsic satisfaction with the teachers can come from classroom activities. Daily interactions with learners inform teachers' feelings about whether students have learned something as a result of their teaching. Intrinsic factors play a significant role in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige.

Nogler and Nir (2015) further suggested that a system's effectiveness in the educational sector is largely related to the job satisfaction experienced by the educators who are employed in that specific schooling system. Because a teacher has to portray behaviour of excellence for the learners to model, job satisfaction and ultimately a teacher's success in the field of education become very important. This concept is examined based on the job satisfaction levels of teachers in registered IEB schools in Gauteng, South Africa. As stated above, individuals with positive levels of job stratification have good job performance and create a positive relationship with psychological capital, performing as a mediator between the two variables.

Various articles have reported and discussed the job satisfaction and dissatisfaction of workers in miscellaneous organizations. However, very few empirically supported explanations have been given to explain job satisfaction or dissatisfaction of teachers.

2.4. Job performance

This is an important measurement to determine a staff member's performance as an indicator to organisational success (Wall *et al.*, 2004; Ordu, 2016). Pandey (2019) considered job performance as an important variable of employees' success on specific objectives consisting of a given standard job description. Owens (2016) defined this performance as a collection of staff activities that can be evaluated and tracked, whereas Li *et al.*, (2018) described performance at the workplace as the quality and quantity achieved after the performance of a specific task by individuals or groups.

Various studies have revealed that high job performance results in job satisfaction (Jalagat, 2016, Chen *et al.*, 2006; Berberoglu, 2018). Ordu (2016) reported that staff members who have a perceived satisfaction level at work are likely to be superior and stronger performers. Additionally, Owusu (2014) argued that “increasing the level of job performance reflects an increase in job satisfaction.”

This construct is characterised as the expected total value of the specific behavioural experiences conducted by a person over a standard period and is known as the most significant dependent variable of work and organisational psychology (Berberoglu, 2018).

Vroom’s Expectancy Theory

The Expectancy Theory of Motivation is best described as a process theory. The expectancy theory of motivation was made known by Vroom in 1964. This theory states that employee job satisfaction, intrinsic work motivation, and productivity are a function of the characteristics of a job. The central characteristics are skill-variety, task identity, task significance, autonomy, and feedback. The theory also states that employee attitudes and performance are moderated by the employee's need for psychological growth. Employees with low growth need strength are less responsive to job characteristics than employees with high growth need strength.

The theory states that individuals have different sets of goals and can be motivated if they believe that, there is a positive correlation between efforts and performance. Favourable performance will result in a desirable reward and that reward will satisfy an important need.

The expectancy theory is also described as Vroom’s Expectancy-Valence-Instrumentality (VIE) theory is equated by $\text{force} = \text{expectancy} \times \text{valence} \times \text{instrumentality}$, where:

- Force is the inspiration of an employee (teacher) to perform;
- Expectance signifies to a remarked expectation of an individual (educator) that intensified effort will bear a more desirable performance e.g. extra-classes will yield improved learner results.

- Valence is the attractiveness or value and refers to the beliefs of the desired outcomes (Redmond, 2010) or an emotional orientation which an individual (teacher) perceive about the outcomes or rewards.
- Instrumentality refers to the perceived thought by an individual (teacher) that if he/she performs well, then the performance will lead to the desired outcome.

Thus, the expectancy theory proposes that teachers must be industrious to perform better if they value good job performance as a reward and believe that better performance will drive to a desired reward or product. However, the relevance of the theory is to understand the teachers' motivation for good job performance.

Job performance shows that motivated employees are essential to attaining success (Jurado *et al.*, 2019). De Carlo *et al.*, (2019) utilised Hakanen's (2006) Job Demands-Resources Model as the foundation for their study on teachers' work and life interface as the recommendation that teachers should be involved in two corresponding processes that are related to well-being at work, namely an energetic system (such as job requirements, burnout, poor health) and a process that is motivational (such as job resources, involvement, organisational commitment). The overall concluded information established the existence of the pair of processes, while it seemed that the energetic process had a higher impact.

A study by Salvagioni *et al.*, (2017) found that burnout controlled the level experience of high job demands on poor health; work engagement arbitrates the impact that job resources have on engagement at the organisation, and burnout facilitated the effects that occur because of a lack of resources on reduced commitment. Researchers also emphasised the need for continuous performance assessment, as conducted in a corporate or business organisation, in their suggestion to lift the performance of teachers (Masa'deh *et al.*, 2017; Leigh & Mead 2005).

Teachers will need to be assessed annually and the performance-based structure for compensation will need to be implemented. Researchers argued that better performing staff are likely to be more satisfied with their work (Saari & Judge, 2004; Alshammari, 2016). Similarly, Owusu (2014) concluded that "increasing the level of job performance reflects an increase in job satisfaction."

Teachers' job performance portrays a significant part in achieving educational organisation goals (Kappagoda *et al.*, 2018; Wang *et al.*, 2015). To achieve quality improvement, it is important to periodically assess and track employee performance.

Performance of a teacher also depends on personal features such as knowledge base, sense of responsibility, and open-mindedness; including learner features such as learning ability and academic work; teaching aspects such as learning structure and translating information into an understandable concept; learning aspects such as commitment and success; and variables such as environment and atmosphere in the classroom. If these variables are taken care of by a teacher, they can improve their effectiveness to the ideal stage (Jonck *et al.*, 2017). However, it is still a continuous problem for educators who leave the sector of teaching; fewer educators are becoming a part of the educating profession every year.

Esmaeili *et al.*, (2019) have categorised job performance as task performance and contextual performance. Task performance and contextual performance are two distinct dimensions of job performance that can relate distinctly to the success and effectiveness of the organisation.

2.4.1. Task performance

Task performance is known as the first dimension. This aspect concerns the conversion of raw materials into work-specific goods and services, the core technical skill. It is also called "in-role prescribed behaviour" (Koopmans *et al.* ., 2011) and is reflected in specific work outcomes and deliverables as well as their quality and quantity, where, according to Peng (2014:75), task performance is the person's ability to complete a core objective that could be part of the person's contractual duties in his or her job description.

2.4.2. Contextual performance

The second dimension is known as contextual performance, also referred to as "discretionary extra-role behaviour" (Koopmans *et al.*, 2011). This dimension is a behaviour type that largely represents a controlled level of what is motivating people.

It reflects in activities such as coaching co-workers, strengthening social networks within an organisation and going the extra mile for the organisation.

Contextual performance is where an individual's performance is measured and evaluated as to how it impacts the overall look and feel of the company, in other words how the individual contributes to the organisation's social and psychological context (Ali & Hasoon, 2018). Contextual performance, however, has been seen in recent years as an essential aspect of overall job performance. It can be divided into two other dimensions, namely interpersonal facilitation and dedication to work.

Interpersonal facilitation in the situational job performance dimension is where an individual has the ability to focus on the interests of other people and co-workers, sensitivities and the distinct or similar characteristics of the person the individual works with, thereby avoiding conflict and enhancing the workplace interaction of the organisations. Therefore, interpersonal facilitation in the character of an individual is also someone who is cooperative, considerate and performs helpful actions that assist the success of the co-worker (Ali & Hasoon, 2018).

Job dedication in the contextual job performance aspect is where an individual is self-disciplined and has a motivated hard-working attitude, which the individual uses to follow rules of the company, and the environment they are in.

One of an organisation's most important tasks is to ensure that employees perform their work efficiently. Task performance as well as situational performance contributes to the organisation's value creation, which means organisational effectiveness depends on both of these outcomes (Peng, 2014, p. 75).

Job performance is therefore defined in this study as the behaviour of teachers who seek to provide quality education to learners in the ideal working environment and to achieve organisational objectives. Job performance is also based on the complexity and uncertainty of the working conditions and the uncertainty of a permanent job.

2.5. High school teachers

Teaching is an important profession; therefore, teachers are one of the core

members in society. While education in South Africa has transformed over time, South African learners are still receiving a poor quality of education (Prince, 2017). However, teachers often face unique challenges in effectively fulfilling their roles in developing countries such as South Africa, and it is, therefore, essential for them to be able to draw on various resources to do so.

The education process could simply be described as the meaningful interaction between a teacher and a learner. A high school teacher provides an educational environment and guides learners to help them gain skills and provide support to the point where they are prepared for life and/or college. Learners have different styles of processing information and with this, high school teachers have to modify and demonstrate the information in distinct ways to guarantee that all learners understand the ideas, thereby ensuring the transfer of the knowledge they need to offer the learners a platform they can relate to (Kennedy *et al.*, 2016).

Based on the National School Effectiveness Study undertaken in South Africa, it seems that one of the most important predictors of school efficiency is not the availability of funds, but how school directors and educators use and manage these resources. This strengthens the argument that South African schools need efficient teachers and principals to work optimally (Price, 2017). South African research has produced results contrary to findings in most psychological capital research. Secondly, in a South African public school, studies found a significant negative relationship between subjective well-being and psychological capital among teachers (Dimitrios, 2019).

Studies show that affective commitment and psychological well-being have a strong and positive relationship with psychological capital (Han & Chung, 2015, Diedrich, 2015). Researchers integrated the theory of teaching and learning theory, teaching can make good use of motivation theory and multiple teaching strategies to incentivize students' motivation and focus students' attention. The use of different teaching media or methods mastered questioning skills and good time management, and systematically present the teaching materials to enhance students' learning motivation and effectiveness, which in return will influence the teacher's psychological capital.

Physiological capital builds on the concept of positive psychology, the four positive dimensions of hope, self-efficacy, optimism and resilience allow teachers to draw on their mental resources, helping them to persevere in their working environment, which positively impacts their job satisfaction and efficiency (Luthans & Youssef-Morgan, 2017).

The study conducted by Topcu and Ocak (2012) in the sector that is becoming more industrialised in Bosnia-Herzegovina and Turkey shows a negative correlation between psychological capital and job satisfaction, while in the sample of Turkey a favourable connection was found. According to Coladarci (2018), there was a relation found for efficacy in the level of motivation and the experience of satisfaction by teachers, to the amount where teachers can be in a positive level of satisfaction about themselves, their work, colleagues who have a committed emotion towards the organisation.

In this section, the constructs are described using a review of previous research that has been presented. The theoretical relationships between the chosen themes are presented in the next section.

2.6. Psychological capital and job satisfaction and job performance

Research concerned with the satisfaction of one's job that is seen as a mediator is limited in the correlation between positive PsyCap and the performance of a person at work. Muhammad and colleagues (2014) concluded that the satisfaction of a person's work plays a mediating role in the correlation of a person's performance at their work and their psychological capital. Gokhan and Azize (2014) commented on psychological capital's mediating effects on the correlation between job performance and job satisfaction with 260 respondents being all in the medical field; the data concluded that psychological capital plays the role of mediator in the relationship between individuals' job performance and job satisfaction.

Erkuş and Fındıklı (2013) found that there was a positive correlation between the following construct, namely the performance of the persons at work and psychological capital, satisfaction of the work environment and psychological capital,

and the performance and satisfaction relation of the person's job. With this in mind, it should be anticipated that the person's job satisfaction has a mediating impact in the correlation between psychological capital and job performance.

Therefore, this information will be kept in mind in analysing the data from the questionnaires distributed to the respondents.

After first providing the predominant and specific theoretical foundation for psychological capital, job satisfaction and job performance the study hypotheses are derived, and the methods and results of analyzing the interactions between the constructs are presented and conclude with its value-added contribution.

2.7. Psychological capital and job satisfaction

In other studies, Jung and Yoon (2015) noticed a positive correlation between the psychological capital dimensions (optimism, hope, resilience and self-efficiency) and job satisfaction among staff in luxury hotels, who experience good, hygienic working environments.

A study by Youssef-Morgan and Luthans (2017) identified three dimensions of psychological property (resilience, readiness and desire) as a favourable connection to job satisfaction in the personal and government sectors. Similarly, in a private higher education institution, Mello (2012) surveyed administrative staff; the findings suggested a favourable correlation between psychological capital and job satisfaction.

However, Kong (2018) found that his research suggested a negative effect on job satisfaction with positive psychological capital. Additionally, studies have found a positive correlation between psychological resilience and job satisfaction (Kaplan & Biçkes, 2013; Cetin & Basım, 2011).

In view of the above, the following hypothesis can be formulated:

H1: There is a positive relationship between psychological capital and job satisfaction

2.8. Psychological capital and job performance

Herd (2010) stated that positive psychological capital plays a key role in improving educational achievement at a school. Harms and Luthans (2012) described the input of positive psychological capital to encourage teachers' behaviour and improve their efficiency and enhance their character and ability to behave in a critical condition rationally.

Psychological capital has been identified as a positive indicator of job performance by several studies (Avey *et al.*, 2010; Luthans *et al.*, 2017). This positive relationship is expected to be verified in this analysis between psychological capital and job performance.

In view of the above, the following hypothesis can be formulated:

H2: There is a positive relationship between psychological capital and job performance.

2.9. Job satisfaction and job performance

The constructs of job performance and job satisfaction are dealt with in a diversity of theoretical viewpoints which illuminate why individuals at the place of work conduct themselves in the way which they do. These theories benefit the comprehending of social approaches, performance, relations as well as the obligations of employees at the place of work in the realization of organizational products or results.

In conclusion to the abovementioned, Muhammad (2015) found that job satisfaction had a positive and significant impact on high school teachers' performance, and Ryan (2012) reported that the performance of high school teachers for job satisfaction had a positive impact. Redmond *et al.*, (2016) suggested that the performance of teachers does not necessarily depend on job satisfaction, whereas it may depend more on the psychological and social circumstances of the working environment of the teacher.

Furthermore, Chamundeswari and Hallberg (2013) claimed that highly technological and scientifically developed countries influence the teachers' quality, knowledge and teaching experience, where the results showed that teachers have a positive

correlation between satisfaction and performance at the workplace. The use of technology in schools can be seen to assist teachers in enhancing their performance at work place and the experienced satisfaction at the job.

Peng (2012) explored the relationship that exists in the satisfaction of the people's job and what level they are performing at, at work are among university librarians in Taiwan using structural equation modelling (SEM). The results have shown that job satisfaction depends greatly on job performance. Throughout the earlier stages of studies, efforts were made to correlate job performance with job satisfaction, resulting in a positive correlation between them. However, some studies later revealed that good job performance results in higher job satisfaction, but the reverse found that it was not significant.

In view of the above, the following hypothesis can be formulated:

H3: There is a positive relationship between job satisfaction and job performance.

2.10. Conclusion

Summary: Psychological capital, job satisfaction and job performance

Psychological capital has a significant impact on an individual's job satisfaction and job performance. There is evidence of a positive relationship between psychological capital and job performance (Badran & Youssef-Morgan, 2015).

Optimism is one dimension of psychological capital that has been tested and discovered to have an enormous effect on the organisation's engagement that affects job satisfaction, and the effort put into the business by the person (Shang *et al.*, 2017). A higher level of resilience gives an individual the ability to recover or perform in the workplace during challenging times, which, in turn makes, the individual happier and dedicated to work (Luthans *et al.*, 2017). To conclude: teachers with excellent mental health are a value-added and moderating variable in laying the groundwork for an educated and productive society (Hugo, 2018).

Research on related topics has been conducted in some sectors and even in some aspects of learning, but there is no comprehensive research on the effect that psychological capital has on job satisfaction and job performance in high school

teachers working in Gauteng, South Africa, and no results have been found in independent schools in South Africa.

In conclusion, the following proposed research model was formulated

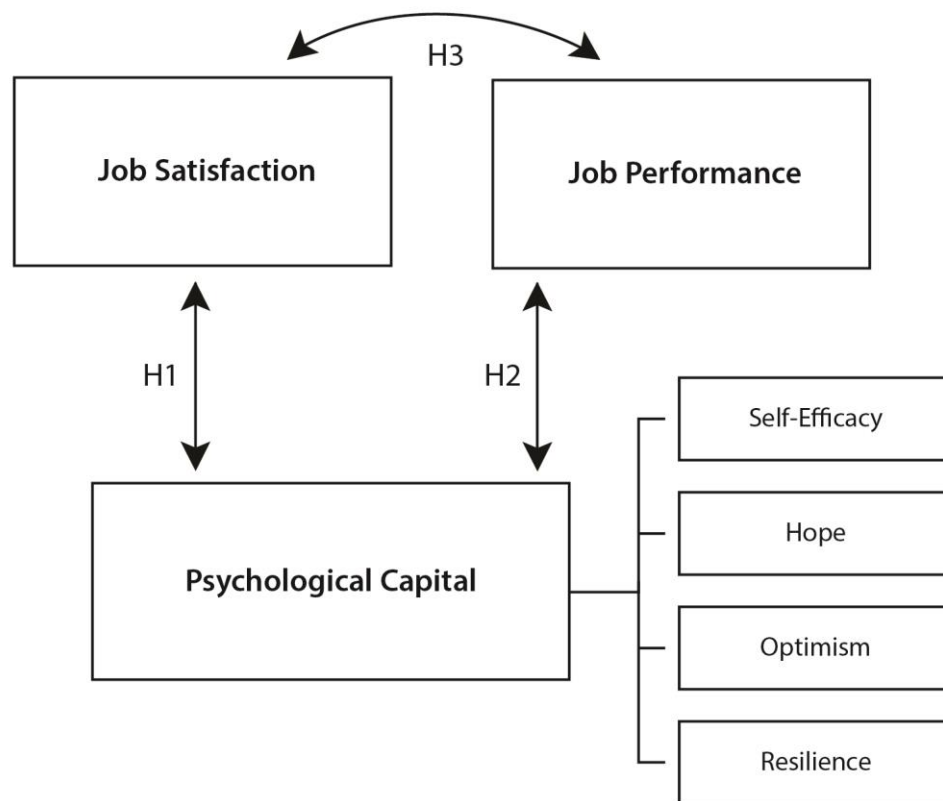


Figure 1: A conceptual model of the study

In this chapter, the nature and definitions of psychological capital, job satisfaction, and job performance were researched in detail, to outline the theoretical and empirical concepts that exist in the academic reports that discuss the foundation of the constructs.

The interactions between the constructs have been researched to establish hypotheses for these discussed correlations. The conceptual framework shows that each of the constructs interacts with each other.

This is when one construct improves the other will improve and same the other way around, this interaction is the same when a construct is negatively impacted.

In the following chapter, the research methodology used in this research is described.

Chapter 3: Research methodology

3.1. Introduction

The third section of this dissertation describes the research design, followed by the method of sampling and the description of the participants that was used to complete the questionnaire. The instruments that were used are also defined in conjunction with the results of validity and reliability from prior research using the Cronbach alpha coefficient. The method used to collect the primary empirical data is then described and the chapter concludes with a brief description of the method and conclusion of this study's design.

3.2. Research paradigm

The research will be located in the paradigm of positive psychology/positivism. A subtype of positivism, namely critical realism, involves the value assumptions of the researcher (Pham, 2018). A paradigm reflects the perception or opinion of an individual about the world (research topic) and defines how an individual reacts to such circumstances (Joubert *et al.*, 2015, p. 8). A participant's knowledge was measured in terms of his/her positivism; this refers to what the individual understands and feels about the specific subject of the study.

This method of the analysis is consistent with quantitative research. It includes testing of hypotheses to achieve the research objective; it is also used to predict what might happen in the long term.

The conclusion to the paradigm is that the researcher's role is more objective, and evidence is based on facts gathered from data, with the use of a positivist paradigm. This positive psychology paradigm will be used because teachers have an essential part to play in the quality of education learners receive (Sen & Aydın, 2017). It is therefore essential to adopt a more positive strategy by enhancing the beneficial capabilities that teachers possess (Luthans *et al.*, 2017).

3.3. Research approach

A quantitative research approach was followed in this study. This is a numerical data collecting approach that measures the correlations between theory and research that favours, in particular, the positivist approach and adopts an objectivist conception of reality (Bryman *et al.*, 2016, p. 31). Using a quantitative approach is a valid method for analysing a study's research questions in a specific and reliable way; this allows the researcher to test hypotheses established from the literature review and encourages the investigation of casual interactions between specific constructs (Kuada, 2012, p. 103).

The research methodology discusses the process that was used by the researcher to provide the research with data that can be compiled into a conclusion. The research methodology consists of specific procedures and/or approaches for defining, collecting, processing and evaluating data on the selected subject. This enables the researcher to determine the overall quality and accuracy of the data analysis objectively. A type of methodology-related components are further elaborated on and discussed.

The quantitative approach was an effective approach that obtained a precise and accurate gathering of information to assist in the completion of the research. This method was concerned with collecting quantitative data through a deductive method that enables the testing of the interactions between theory and analysis and, in general, prefers a policy of positivism, and therefore implements an objectivistic concept of truth (Bryman *et al.*, 2016, p. 31).

This approach utilises the six points on a Likert scale questionnaire to establish that it is a valid instrument that falls into the borders of a quantitative concept.

3.4. Research design

For this study, a descriptive research design was utilised to analyse the relationships between the variables of interest, namely psychological capital, job satisfaction and job performance. To enable the researcher to compile the data, a cross-sectional

design and quantitative approach was used as it allowed for data to be collected from a wide number of participants in a short space of time. The cross-sectional design is primarily related to the selection of social samples that takes place at more or less one point in time (Bryman *et al.*, 2016, p. 106). The purpose of the research was to define the constructs that are collected at a particular point, as well as their distribution patterns.

A standardised questionnaire was used as the measuring instrument to collect empirical data. The researcher approached the relevant principle/director of the school to get permission and explain what the research consists of. When permission was granted, the link of the questionnaire was emailed to the principles' secretary/ies of the selected schools; this was then forwarded to the teachers who were given a timeframe in which they had to fill the document in if they were willing to participate. The necessary information was provided to the teachers in the questionnaire; by completing the Google Form, the participant gave consent to the researcher to use the data collected from this study. Only the researcher had access to the collected data of the participants. No one in the selected schools has access to the completed questionnaire. Therefore, the data collected through the Google Forms is safeguarded and was uploaded to a private Google drive only known by the researcher, ensuring the safety and confidentiality of the study results.

The questionnaire's Google Form was therefore completed during a time of day that suited the individuals best. This ensured that the evaluation resulted in a manner where the teachers were not affected by fatigue from the full working day. The impact of their psychological capital could be measured against their job satisfaction and job performance in a desired mental state and environment.

This questionnaire type provided a prompt response from participants, as it is user-friendly and easily accessible to the participants who had internet access, which allowed them to complete the questionnaire online and deemed most appropriate as the study targeted a large number of participants in a short amount of time. This type of questionnaire was also a flexible, cost-effective and efficient means of gathering information about the specific population. The questionnaire also allowed respondents to participants to complete the questionnaire at the same time without

discrimination or judgmental biasing, making it convenient for both the researcher and the participant. The responses were automatically stored in an online database, providing hassle-free handling of data and a smaller possibility of data errors.

The disadvantage of this type of questionnaire was that the questions asked tend to be broad in scope and do not allow researchers to develop an in-depth understanding of individual circumstances or the local culture that may be the root cause of respondent behaviour and the response choices are often limited. The respondents may provide socially desirable responses to the questions asked. That is, they may give answers that they believe the researcher wants to hear or answers that shed the best light on them and others. To counter this the use of standardized questionnaire where used, that have been proven to test the necessary information needed for the study

Another problem with this type of research method is the decline in response rates, or the percentage of those selected to participate, as this was voluntary, hence there was no direct interaction between the researcher and the participants. To provide a solution the researcher contacted the schools and motivated them for a response and to encourage staff to participate in the questionnaire.

3.4.1. Population

This section will define and explain the population for the study. The information will be categorised under the following units of analysis: sample size, sample strategy, geographically situated, and the suitability of population. The data for this study was gathered from a population of teachers at selected IEB registered high schools in Gauteng, South Africa. The population of teachers in these schools was approximately 15 to 20 educators per school. 100 schools that are registered to IEB had matric learners in 2019. The population of the teachers in the selected province is approximately 1 500.

The respondents were selected based on the following criteria:

- Employed at an IEB registered high school in the province of Gauteng.

3.4.2. Sample Size

Convenience sampling was used in the study. Convenience sampling refers to a population that is easily and conveniently accessible to the researcher (Maree, 2007, p. 177). Non-probability and convenience sampling methods were applied to identify the sample. The convenience sample starts with the study being conducted in Gauteng, since the researcher lives and works in this province.

While the convenience sampling method was used, the researcher still ensured that all five regions of Gauteng were included in the research, and therefore it is spread equally throughout Gauteng with an equal number of schools in each area contacted and an approximately equal number of participants in each school. The five regions consist of three regions that are metropolitan of size, with Ekurhuleni, Johannesburg Metro, and Tshwane & Metsweding with the most IEB schools, and the other two regions with fewer IEB schools are Sedibeng and West Rand (IEB, 2019). This ensured that the data can be related to the whole of Gauteng, but most of the participating schools are all within an 80 km radius.

In the three mostly populated IEB school regions, two areas were selected. Ekurhuleni included Alberton and Boksburg, with Johannesburg Metro using Sandton and Johannesburg central, and lastly Tshwane & Metsweding had Midrand and Centurion as the areas that were used (IEB, 2019). In each of the two less IEB school populated regions, one area was selected in West Rand and one in Sedibeng (IEB, 2019). These areas are Krugersdorp in West Rand and Meyerton in Sedibeng (IEB, 2019). In each area, at least four schools were contacted and elected to participate. To ensure that the schools were registered and therefore using the IEB syllabus to educate learners, the schools were selected on the basis that they had to be on the IEB's website.

Sekaran and Bougie (2016) state that the sample size between 30 and 500 are suitable for most research. With a 95% confidence level and a total population of approximately 1500, the sample size of 306 teachers is desired. The sample for this study consisted of an approximate number of 32 schools (IEB, 2019). These schools had an average of 15 teachers, the approximate of 480 teachers were invited to take

part, more than the desired sample size was invited due to the questionnaire being voluntary, precautions were made to secure the desired amount of at least 306 participants. This acquired the results of a total of 158 respondents who submitted the data from their completed questionnaires. Although this is not the desired response rate the data still proved to be usable, which assisted the researcher to draw a conclusion for the research questions and objectives.

Once the questionnaire was distributed to the respondents, they had a time period of two weeks (14 days) to complete the questionnaire. After 14 days the questionnaire was closed and didn't allow any more responses.

3.5. Data collection instruments:

The collection of data process began upon receipt of ethics clearance to perform the study. The questionnaire is divided into four sections (see **Appendix A**). Firstly, the questionnaire consisted of a biography section to obtain the data of the respondents. The items included are age, gender, duration of employment as a teacher and duration of employment at the current school. These factors assisted the researcher to establish the difference between the biographical data gathered from the participants and their relation the three constructs.

Each of the following constructs had numerous statements that were based on a six-point Likert scale that ranges from a level 1 (strongly disagree) to a level 6 (strongly agree). The Likert scale is a response format that enables the person to express their views or attitudes to the questions that are asked or the statements that are mentioned through fixed response choices (McLeod, 2008, p. 1).

The Likert scale values:

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1	2	3	4	5	6

3.5.1. The psychological capital section of the questionnaire:

The questionnaire contained the psychological capital questionnaire (PCQ) developed by Luthans *et al.*, (2014a). This questionnaire is reliable and still being used in today's industries to calculate and deliver the desired results for what researchers could need to assess psychological capital as seen in the research of Peng (2019), Li (2018), and Price (2017). This questionnaire also measured the four sub-dimensions hope, self-efficacy, resilience and optimism of psychological capital (Luthans *et al.*, 2014a).

A sample statement that can be used in the questionnaire to establish a level for each of the dimensions of self-efficacy is, "I feel confident analysing a long-term problem to find a solution." The item that can be used in determining a sample level for optimism is, "I am optimistic about what will happen to me in the future." Hope has a sample statement that could be implemented to determine the dimensions level, i.e. "At present, I am energetically pursuing my goals." Lastly, resilience can be calculated using a sample statement such as "I usually manage difficulties one way or another."

Reliability and validity:

According to Bryman *et al.*, (2016, p. 36), reliability refers to the consistent measurement of a concept and is concerned with three prominent factors, which are stability, internal-reliability and inter-observer consistency. Marshall *et al.*, (2018, p. 44) confirmed that a Cronbach's alpha of 0.6 and higher indicates an acceptable to very high internal consistency.

The PCQ was established to be sufficiently reliable with a coefficient value of the Cronbach alpha. In a previous study of the PCQ, a Cronbach alpha coefficient was found with a value of 0.90 (Luthans *et al.*, 2007), whereas Andrea (2019) had a different reliable value of credibility which came to a slightly lower coefficient with a value of 0.89 for the tested PCQ. The Cronbach alpha in this study was similar to the value of Andrea (2019), which was a value of 0.847.

The PCQ's four sub-dimensions that had a consistency and reliability for the

dimensions in PsyCap were reported in Avey *et al.*, (2011) to be of the values of: Hope: $\alpha = 0.87$; Optimism: $\alpha = 0.78$; Self efficacy: $\alpha = 0.87$; and Resilience: $\alpha = 0.72$. A study conducted by Du Plessis and Barkhuizen (2012) in South Africa found the reliability coefficients of the four dimensions to be 0.86, 0.86, 0.77 and 0.81, respectively; values that indicate a high internal consistency between the items. Cronbach's alpha coefficients ranged from 0.74 to 0.88, indicating good internal consistency.

The sub-dimensions of psychological capital's Cronbach alpha have also been calculated for this research study. Hope, optimism and resilience had a reliable result with all three being above 0.6 in value. Self-efficiency had a 0.541 internal consistency with the six questions that were used to calculate the dimension. The reliability for this dimension does, however, increase to an internally consistent level without question 23.

The validity of a measuring instrument is determined to identify whether the instrument measures the variable it is designed to measure and how accurately it measures that variable (Bryman *et al.*, 2016, p. 38).

The PCQ within the context of South Africa had a factor structure that was proved to be valid; the local study had a number of scales that were found to have a positive validity (Amunkete & Rothmann, 2015; Görgens-Ekermans & Herbert, 2013).

3.5.2. The job satisfaction section of the questionnaire:

In the third section of the questionnaire, the job satisfaction of teachers was determined and was assessed using the Minnesota satisfaction questionnaire (MSQ). The MSQ short-form questionnaire with 20 questions measured job satisfaction, also on a six-point Likert scale, and this consisted of three dimensions, which are intrinsic satisfaction, extrinsic satisfaction and general satisfaction. An item reflecting the intrinsic subscale is 'Being able to keep busy all the time'. An item reflecting the extrinsic subscale is 'the way my boss handles his/her workers'. General satisfaction is a summary of all items (Jordaan, 2019; Weiss *et al.*, 1967).

Reliability and validity

Hambuda (2017) confirmed the accuracy in the use of MSQ within the South African context and tested and found the quality and internal consistency of this system satisfactory. Hambuda (2017) supported the use of the MSQ's viability and readability; and is in accordance with Weiss et al. 's (1967, p. 23-24) study that found a very high reliability coefficient for the short form, which ranges from 0.77 to 0.92 taking into account the extrinsic, intrinsic and general satisfaction scales.

Andrea (2019) also found a coefficient value for the Cronbach alpha that the MSQ had as 0.86, whereas Arvey *et al.*, (1989) had originated a slightly higher reliability coefficient for the MSQ of 0.90. In a study conducted by Buitendach and Rothmann (2009), they found the Cronbach's alpha reliability as 0.86; therefore, this questionnaire was considered to be acceptable for use in this study. Smidt *et al.*, (2016) conducted a study to assess the workplace satisfaction of employees in the banking sector of South Africa; the scale has provided a Cronbach's alpha of 0.80.

The coefficient in this study found a higher Cronbach alpha than both these with a value of 0.918.

3.5.3. The job performance section of the questionnaire

Lastly, teachers' job performance was measured by the Paterson job performance questionnaire. This questionnaire was developed by Paterson in 1990; it has 15 questions and is based on the range of a six-point Likert scale (Paterson & Husband, 1990).

Reliability and validity:

The job performance questionnaire has validity, and the reliability of the job performance questionnaire was confirmed by several studies. Amini and Noori (2011) sampled 88 staff members in Isfahan refinery and achieved a 0.70 of Cronbach's alpha. Kappagoda *et al.*, (2014) found the coefficient of the job performance questionnaire to have a Cronbach alpha of 0.926. This research has a slightly lower reliability for the job performance section of the questionnaire, with a value of 0.899.

In conclusion, the completed questionnaire used consisted of a biographical data sheet, a psychological capital questionnaire, the Minnesota job satisfaction questionnaire and the Paterson job performance. These questionnaires were combined into one questionnaire.

3.6. Data coding and analysis

The data collected was used in the form of numbers and measurements by a quantitative method and appropriately analysed using a number of statistical methods. The data was analysed using the Statistical Package for the Social Sciences (SPSS), and is used by researchers to perform statistical analyses (SPSS version 24, 2019). The data collected will be exported to a spreadsheet to export data to research software IBM SPSS version 24 (Burns & Burns 2008).

3.7. Ethical consideration

The ethical factors of research are critical. Ethics refer to the norms or standards of behaviour that distinguish between morality and ethics; this construct helps to distinguish between acceptable and unacceptable behaviour. Teachers are seen as role models and therefore need to exhibit acceptable behaviour, because teaching is the foundation of human development (Khan, 2015). Therefore, teachers need to be ethical in a real sense while teaching or conducting research.

The research was carried out in a way that upholds the North-West University's legal standards and procedures. The first step was to gain permission from the ethics board of the university. This allowed the researcher to inform the respondents that, in completing the questionnaire for this study, it is completely voluntary and that they can refuse to submit without penalty from the study (Hugo, 2018). Information collected was kept highly confidential from the respondents. The researcher also notified all respondents that no names or information about the respondents to the media or in writing were disclosed. In order to avoid plagiarism, all sources of information used during this analysis were acknowledged.

The researcher contacted all the schools to obtain permission from the principal to include their school in the study. Some schools needed proof that the study was allowed before they gave written permission; with the schools in this situation, they were not part of the study without the permission given. This forced the researcher to contact more schools for possible participation in the same region that would allow the study to be completed.

3.8. Conclusion

With regard to the review of literature in the search for the broader concepts of this dissertation, the researcher explored the interactions between psychological capital on job satisfaction and job performance and in these the contributing and damaging factors concerning teachers' psychological capital. Positive experiences in terms of psychological capital will be highly valued in terms of teaching itself. The findings also show that, according to Cameron (2013), positive approaches by school leaders have contributed to the psychological capital of teachers.

This leads to positive school leaders who are vital for individuals and organisations to achieve their maximum potential, conserve energy, and achieve goals that were accepted as impossible at first glance. Administrators' positive feedback is also helpful in enhancing the psychological capital of teachers, particularly the self-efficacy dimension.

The next chapter will outline the study results. The research results will be discussed under the objectives in Chapter 4.

Chapter 4: Results

4.1. Introduction

Detailed analysis is discussed in this chapter with the results and data that resulted from the respondents' feedback on psychological capital, job satisfaction and job performances. All scales and their factors are based on their Cronbach alpha reliability value.

The respondents' feedback was captured in an Excel document; furthermore, the information was transferred to the IBM Software Package for the Social Sciences (SPSS) version 24 and the descriptive statistics were then determined.

4.2. Measurement reliability

The next table has the values that show the validity for the used instrument (questionnaire) that measured the variables. The Cronbach's alpha coefficient test was used to test all three variables, including the sub-dimensions of psychological capital. This shows the internal consistency.

Table 1: Internal consistency of the three tested variables and the four sub-dimensions

Scale	Cronbach's alpha coefficient
Psychological capital	0.847
Hope	0.602
Optimism	0.690
Resiliency	0.667
Self-efficiency	0.541
<i>(without question 23)</i>	0.640
Job satisfaction	0.918
Job performance	0.899

The reliability for a constraint should be above a 0.6 Cronbach's alpha to be seen as an internally consistent variable. Psychological capital, job satisfaction and performance have a high coefficient value with 0.847 and higher. This shows that the data collected through the questionnaires is reliable and can be used to compile the analyses to conclude the support for the research objectives.

The sub-dimensions of psychological capital's Cronbach alpha have also been calculated. Hope, optimism and resilience had a reliable result with all three being above 0.6 in value.

The first tested dimension had five questions that analysed the hope of the respondent, i.e. questions 2, 6, 11, 15 and 20. The second dimension used six questions to determine the respondents' optimism level; the question numbers were 7, 9, 14, 16, 19 and 22. Resilience was tested using six questions; the numbers of the questions are 3, 4, 10, 12, 13 and 21. Self-efficiency had a 0.541 internal consistency, with the six questions that were used to calculate the dimension.

The reliability for this dimension, does, however increase to an internally consistent level without question 23, and therefore questions 1, 5, 8, 17 and 18 were used when the correlation was made between self-efficiency and the satisfaction and performance that the individual has at his/her job.

4.3. Demographics

In order to provide descriptive statistics of this particular sample, the first section of the questionnaire consisted of a number of demographic questions. The demographics included age, gender, years of teaching experience and length of time at the current school.

Table 2: Demographic characteristics of participants

Variable	Category	%
Age	18-24	5.7
	25-34	36.1
	35-44	24.1
	45-54	21.5
	55-65	11.4
	>65	1.3
Gender	Male	25.8
	Female	74.2
How long have you been a teacher?	0-2 years	7.6
	3-5 years	20.9
	6-9 years	22.8
	10-14 years	13.3
	15 years or more	35.4
How long have you been working at your current school?	0-2 years	31.8
	3-5 years	28.7
	6-9 years	19.7
	10 years or more	19.7

The information that was compiled by the data presented a cross-sectional research with 158 participants. 97% (N=154) of the respondents who submitted the electronic questionnaire chose a specific answer for all possible questions. The fact that the questionnaire did not have an automatic response made it impossible to see who has accessed the questionnaire, including how many people in total started the questionnaire but did not submit the information; this also assisted the researcher in the fact that the questionnaire data that was submitted could be used because it was fully completed by the majority who responded. In the results for the study there were no respondents younger than 18 years and only 1.3% were older than 65 years.

The mean was in the third category, which places it in-between the 35 to 44 year age group; the largest category was the second group, which was between the ages of 25 and 34, with a percentage of the total questionnaires completed of 36.1%. The

respondents' years in the teaching profession had a mean in-between the third and fourth category, which places the years in teaching between six and 14 years in teaching. The largest category is, in fact, the fifth category, which places the respondents regarding years of teaching at 35.4% for 15 years and more. The largest category of respondents for the years at the current school is category 1, which is a percentage of 31.8% for the time period of zero to two years at the current school. In-depth demographic information about the respondents is provided in Table 2.

Table 2.1: Gender demographic of participants

Variable	Category	%
Gender	Male	25.8
	Female	74.2

As Table 2.1 illustrates, just less than three-quarters of the completed questionnaires were in the category of female respondents. According to the national demographic, statistics show that women make up 73.5% and male teachers about 26.5% of the country's national teaching workforce (Department of Basic Education on Education and Gender, 2017).

Therefore, in this study, the gender distribution is a sufficient representation of the provincial teacher population. It is relevant to note that the above statistic of female and male teachers is in agreement with the data collected from the respondents' gender data collected.

4.4. Variables frequency

In describing the frequency of this particular questionnaire, each individual question was analysed by looking at the number of respondents, the mean and standard deviation. **Appendix C** (Table A) has the full questionnaire frequency description. Below are the five questions that came forward with the lowest means as well as the three highest means.

Table 3.1: Five lowest means from the questionnaire

Question number	Number of respondents	Mean	Std. deviation
13	156	3.16	1.522
20	155	2.70	1.421
23	158	2.42	1.411
37	157	3.45	1.447
38	158	3.89	1.241

The first three questions in this table have low means; this is because the questions were negatively based, which refers to the fact that it was expected to have low means since the respondents would answer in the disagree spectrum of the Likert scale to ensure a positive answer. Question 13 asked the respondents whether, if they have a setback at work, it makes them have trouble recovering from it and moving on. The mean is 3.16 on the Likert scale, which refers to the fact that teachers somewhat disagree with the statement. This shows that teachers feel positive that they can recover from a setback. Question 20 asked the respondents whether, if something can go wrong for them work-wise, it will. The mean is a 2.70 on the Likert scale; this states that teachers somewhat disagree with the statement.

The teachers feel that something would not necessarily go wrong. Question 23 asked the respondents in the teaching profession, is it that things will never work out the way they want them to. The mean is 2.42 on the Likert scale; this shows that the teachers disagree with this comment. Teachers have a positive perception that they have a beneficial environment around them.

The following two questions with low means are based on aspects that affect the respondents' satisfaction with their working environment. Question 37 has asked the respondents whether they agree or disagree that their pay and the amount of work they do satisfy them. The average for this statement is 3.45 on the Likert scale; this states that the teachers somewhat disagree with the statement. The respondents are on the spectrum that they would want to be paid a higher salary. Question 38 asked

the respondents whether they are satisfied with their chances for advancement in their job. The mean is 3.89 on the Likert scale; this refers to the fact that teachers are in a position between *somewhat disagree* and *somewhat agree* with the statement. This shows that teachers are in a mindset that they would like more opportunities of advancement.

The next table shows the three highest means from the questionnaire.

Table 3.2: Three highest means from the questionnaire:

Question number	Number of respondents	Mean	Std. deviation
46	158	5.42	0.660
47	157	5.41	0.640
49	157	5.52	0.637

Question 46 asked the respondents whether they feel responsible for the tasks they undertake and the consequences thereof. The mean is 5.42 on the Likert scale, which shows an agreeing statement to this question. Question 47 asked the respondents whether they can carry out assigned duties effectively and efficiently. The mean is 5.41, which shows that teachers agree with this statement. Question 49 asked the respondents whether they complete their work honestly when their superiors do not monitor them. The mean is 5.52, which shows that teachers strongly agree with this statement. The deviations standard indicated relatively close distribution through the three means.

4.5. T-test

An independent sample t-test was conducted for each of the three research constructs that determined the difference between the two related variables, males and females. The test informed the researcher on the number of respondents, the mean (average) and the standard deviation for each variable, as well as the significant value (p -value) and effect size between the variables.

The constructs are discussed separately, each in an individual table with the discussion of the p-value and effect size of each below the tables. A construct has a statistically significant value when $p < 0.05$. The practical significance or size of effect between variables has guideline values that fall into these:

- 0.2 specifies a small effect.
- 0.5 specifies a medium effect.
- 0.8 specifies a large or practical significant effect.

Table 4.1: Psychological capital difference between genders

	N	Mean	Std. deviation
Male	40	4.5443	0.52610
Female	115	4.5379	0.49248

The means for the variables have a very small difference as well as std. deviation for the variables. The mean value that is 4.5 represents a *somewhat agree* to an *agreeing* level on the Likert scale; this shows that the teachers have a positive psychological capital, but the level is at a relatively low positive. The two variables had a p-value that is not statistically significant of $p = 0.944$, and therefore the null hypothesis cannot be rejected. The practical significance or effect size is very small at 0.01.

Table 4.2: Job satisfaction difference between genders

	N	Mean	Std. deviation
Male	40	4.3568	0.75512
Female	115	4.5652	0.69063

The means for the variables have a 0.2 difference. It is interesting to note that male teachers see their job satisfaction level closer to a 4 on the Likert scale, which represents a *somewhat agree* level on the Likert scale. Female teachers are higher and in-between the *somewhat agree* and *agree* level of the scale.

Therefore, female teachers are perceived to have a better satisfaction level in the teaching profession. The standard deviation for men is higher; this shows that the male teachers also have a larger difference in opinion on their perceived satisfaction. The two variables had a p-value that is not statistically significant, i.e. $p=0.111$, and therefore the null hypothesis cannot be rejected. The practical significance or effect size is small at 0.28.

Table 4.3: Job performance difference between genders

	N	Mean	Std. deviation
Male	40	5,0664	0,33199
Female	115	5,1904	0,58681

The means for the variables have a very small difference. The std. deviation for female teachers is larger, which could mean that their job performance level has a larger variation than male teachers do. The mean value for both variables is 5 and larger, which represents an *agreeing* level on the Likert scale; this shows that the teachers have a positive job performance level and that the respondents feel confident in what is expected from them. The two variables had a p-value that is not statistically significant of $p=0.105$; therefore, the null hypothesis cannot be rejected. The practical significance or effect size is small at 0.21.

4.6. ANOVA tests

A one-way analysis of variance (ANOVA) was used to establish a study that investigates whether there was a difference in teachers perceived psychological capital, job satisfaction and job performance based on the years a person has been a teacher and the difference between the individuals regarding how long they have been a teacher at the current school.

The ANOVA test for the years being a teacher is expressed first with each construct related to the specific year groups. The p-value and effect size of each construct are discussed below the provided tables. A construct has a statistically significant value when $p<0.05$. The practical significance or size of effect between variables has

guideline values that fall into these:

- 0.2 specifies a small effect.
- 0.5 specifies a medium effect.
- 0.8 specifies a large or practical significant effect.

There were five groups that were used to analyse the years a person has been a teacher. The totals for all teachers are also discussed in these tables.

Table 5.1: Psychological capital difference between years being a teacher

	N	Mean	Std. deviation
0-2 years	12	4,44	0,56
3-5 years	33	4,45	0,62
6-9 years	36	4,57	0,38
10-14 years	21	4,48	0,58
> 15 years	56	4,63	0,44
Total	158	4,55	0,50

The means for all five groups have a very small difference. The highest mean and lowest mean differ with only 0.19. All of these means are surrounding the value of 4.5, with the total of all teacher being a mean of 4.55; this represents a *somewhat agree* to an *agreeing* level on the Likert scale. The teachers therefore have a positive psychological capital level, but the level is at a relatively low positive. The std. deviation for the group of respondents that have been a teacher for six to nine years is only 0.32, whereas the group of respondents between three and five years being a teacher has a std. deviation of 0.62.

The five groups have a combined mean p-value that is not statistically significant at $p=0.064$. Between the groups there is a non-statistically significant value of $p=0.439$, and therefore the null hypothesis cannot be rejected. The practical significance or effect size between the five groups is small, with the effect sizes of the groups of participants who have been teachers for zero to two years and >15 years are in-

between small and medium in size with a value of 0.35.

Table 5.2: Job satisfaction difference between years being a teacher

	N	Mean	Std. deviation
0-2 years	12	4,80	0,37
3-5 years	33	4,27	0,94
6-9 years	36	4,62	0,57
10-14 years	21	4,51	0,59
> 15 years	56	4,54	0,71
Total	158	4,52	0,71

The means for all five groups differ with almost a full difference in the Likert scale for satisfaction with the highest mean and lowest mean having a difference of 0.53. All of these means are around a value of 4.5, with the total of all teachers being a mean of 4.52; this represents a somewhat *agree* to an *agreeing* level on the Likert scale. The lowest of these, the group of three to five years, are close to only a *somewhat agree* level, whereas the group of zero to two years is 4.80, which is closer to a *agreeing* level. This means that between the teachers there is a large variation in how they perceive their satisfaction level at work.

The teachers do have a positive satisfaction level at work, but the level is at a relatively low positive. The std. deviation for the group of respondents that have been a teacher for zero to two years is only 0.37, whereas the group of respondents between three and five years being a teacher have a std. deviation of 0.94.

The five groups have a combined mean p -value that is statistically significant at $p=0.019$. The test of normality for these groups is $p=0,000\ 02$, and between the groups there is a non-statistically significant value of $p=0.158$, and therefore the null hypothesis cannot be rejected. The practical significance or effect size between the five groups is small, with the effect size between the groups of participants who have been teacher for zero to two years and three to five years (value=0.56), as well as the groups zero to two years and 10 to 14 years (value=0.49) are at a medium size.

Table 5.3: Job performance difference between years being a teacher

	N	Mean	Std. deviation
0-2 years	12	5,32	0,43
3-5 years	33	4,95	0,72
6-9 years	36	5,31	0,38
10-14 years	21	5,04	0,50
> 15 years	56	5,20	0,50
Total	158	5,16	0,53

The means for all five groups have a small difference. The highest mean and lowest mean differ with 0.37. All of these means are around a value of 5, with the total of all teachers being a mean of 5.16; this represents an *agreeing* level on the Likert scale. The lowest mean is the group of participants who fall into the group of three to five years at a value of 4.95, which shows it is lower than an *agreeing* level. The std. deviation for this group is also the highest, which shows that the group's performance level varies with almost a full level between itself.

The teachers' total mean being at 5.16 represents that the teachers are confident that they are performing at work; this positive level of performance at work shows the perceived ability that the teachers have for their job. The std. deviation for the group of respondents who have been a teacher for six to nine years is only 0.38, whereas the group of respondents between three and five years being a teacher have a std. deviation of 0.72.

The five groups have a combined mean p-value that is not statistically significant at $p=0.655$. Between the groups there is a statistically significant value of $p=0.032$; therefore, the null hypothesis can be rejected. The practical significance or effect size between the five groups is small, with the effect size of the groups of participants who have been teachers for zero to two years and three to five years (value=0.51), as well as the groups zero to two years and 10 to 14 years (value=0.55) are at a medium size. The effect size between three to five years and six to nine years (value=0.51) is a medium-size effect. The effect between six to nine

years and 10 to 14 years (value=0.54) is at a medium size.

The ANOVA test for the years being a teacher at the current school is expressed by the table and section below with each construct related to the specific year groups. The p-value and effect size of each construct are discussed below the provided tables. The statistically significant value and the effect size values are based within the same borders as specified in the t-test analysis. There were four groups that were used to analyse the years a person has been a teacher at the current school.

Table 5.4: Psychological capital difference between years at current school

	N	Mean	Std. deviation
0-2 years	50	4,47	0,49
3-5 years	45	4,41	0,60
6-9 years	31	4,63	0,40
>10 years	31	4,80	0,34

The means for all four groups have a small difference. The highest mean and lowest mean differ with 0.39. All of these means are around a value of 4.5; this represents a *somewhat agree* to an *agreeing* level on the Likert scale. The group of teachers who have been at the same school for more than 10 years have the highest level of psychological capital.

The level of the teachers' psychological capital according to the mean is at a relatively low positive. This refers to the fact that the mean is at the point where it is a agreeing but only slightly. The std. deviation for the group of participants who were in the group of being a teacher for more than 10 years is only 0.34, whereas the group of respondents between three and five years being a teacher have a std. deviation of 0.60.

The four groups have a combined mean p-value that is statistically significant at $p=0.004$. Between the groups there is a statistically significant value of $p=0.003$; therefore, the null hypothesis can be rejected.

The practical significance or effect size between the four groups is small, with the effect size of the groups of participants who have been a teacher at the current school for zero to two years and >10 years is in-between medium and a practical size with a value of 0.68. The effect size between the groups three to five years and >10 years is in-between a medium and practical size with a value of 0.66. The effect size between six to nine years and >10 years is a medium size with a value of 0.44.

Table 5.5: Job satisfaction difference between years at current school

	N	Mean	Std. deviation
0-2 years	50	4,39	0,73
3-5 years	45	4,40	0,78
6-9 years	31	4,62	0,53
>10 years	31	4,79	0,68

The means for all four groups have a small difference. The highest mean and lowest mean differ with 0.40. All of these means are around a value of 4.5; this represents a *somewhat agree* to an *agreeing* level on the Likert scale. The group of teachers who have been at the same school for more than 10 years have the highest level of satisfaction, whereas the teachers who have been at the school for zero to two years have a lower level of satisfaction in their work environment.

The satisfaction level for the teachers' work is at a relatively low positive. The std. deviation for the group of respondents who have been a teacher for six to nine years is 0.53, whereas the group of respondents between three and five years being a teacher have a std. deviation of 0.78.

The four groups have a combined mean p-value that is not statistically significant at $p=0.158$. Between the groups there is a statistically significant value of $p=0.043$; therefore, the null hypothesis can be rejected.

The practical significance or effect size between the four groups is small, with the effect size of the groups of participants who have been a teacher at the current

school for zero to two years and >10 years is a medium effect size with a value of 0.55. The effect size between the groups three to five years and >10 years is a medium effect size with a value of 0.50.

Table 5.6: Job performance difference between years at current school

	N	Mean	Std. deviation
0-2 years	50	5,16	0,58
3-5 years	45	5,03	0,63
6-9 years	31	5,26	0,38
>10 years	31	5,25	0,43

The means for all four groups have a very small difference. The highest mean and lowest mean differ with only 0.23. All of these means are above the value of 5; this represents an *agreeing* level on the Likert scale. The group of teachers who have been at the same school for more than 10 years and the group of participants who have been at the same school for six to nine years have the level of performance above 5.25, whereas the teachers who have been at the school for three to five years have a lower level of performance at their work.

The level of the teachers' performance at their work is at a relatively high positive. The std. deviation for the group of respondents who have been a teacher for six to nine years is only 0.38, whereas the group of respondents between three and five years being a teacher have a std. deviation of 0.63.

The four groups have a combined mean p-value that is not statistically significant at $p=0.510$. Between the groups there is a non-statistically significant value of $p=0.199$; therefore, the null hypothesis cannot be rejected.

The practical significance or effect size between the four groups is small, with the effect size between the groups of participants who have been a teacher at the current school for three to five years and six to nine years (value=0.36), as well as three to five and >10 years (value=0.35) is in-between a small and medium effect.

4.7. Objectives for the study (correlation)

This section is where the interactions between the variables that were used were examined by the coefficient of Spearman's rho correlation, which varies between -1 and +1. In these correlations, a value is significant at 0.01; all correlations in this study had a value of $p \leq 0.00002$; therefore, there is a statistical significance for all the correlations and the null hypothesis can be rejected. The three variables are correlated to one another in the tables below; a correlation table of the four sub-dimensions of psychological capital is also related to the satisfaction and performance perceived by the respondents' jobs to see the interactions that exist in these variables.

The discussion below is to illustrate the interactions that exist in the constructs; these are examined in Table 6.1 through to Table 6.3 with each correlation discussed below the table. A construct has a statistically significant value when $p < 0.05$. The practical significance or size of effect between variables has guideline values that fall into these:

- 0.2 specifies a small effect.
- 0.5 specifies a medium effect.
- 0.8 specifies a large or practical significant effect.

This relates to the first objective of this study.

Objective 1:

Table 6.1: Correlation coefficient of psychological capital and job satisfaction

	Psychological capital
Job satisfaction	0.503

Psychological capital and job satisfaction had a positive correlation. This indicates that the more an individual's psychological capital increases, the higher the person's perceived job satisfaction will be.

Table 6.2: Correlation coefficient of psychological capital and job performance

	Psychological capital
Job performance	0.479

Psychological capital and job performance had a positive correlation. This result indicates that the more an individual's psychological capital increases, the better they will perform at work.

Table 6.3: Correlation coefficient of job performance and job satisfaction

	Job performance
Job Satisfaction	0.523

This is a positive correlation that indicates that, the better the person is performing, the higher their perceived satisfaction will be. This correlation is also true when the person's satisfaction is increasing, the individual will perform better at their job. After the discussion above, we need to establish the amount of interaction that exists between the four dimensions of PsyCap and the two constructs of the person's job. This is done in Table 6.4 and discusses the information that relates to objectives 2 and 3 below.

Objective 2 and 3:

Table 6.4: Correlation coefficient of psychological capital's four sub-dimensions and job satisfaction and job performance

	Job satisfaction	Job performance
Hope	0.351	0.461
Optimism	0.439	0.498
Resilience	0.329	0.499
Self-efficiency	0.396	0.452

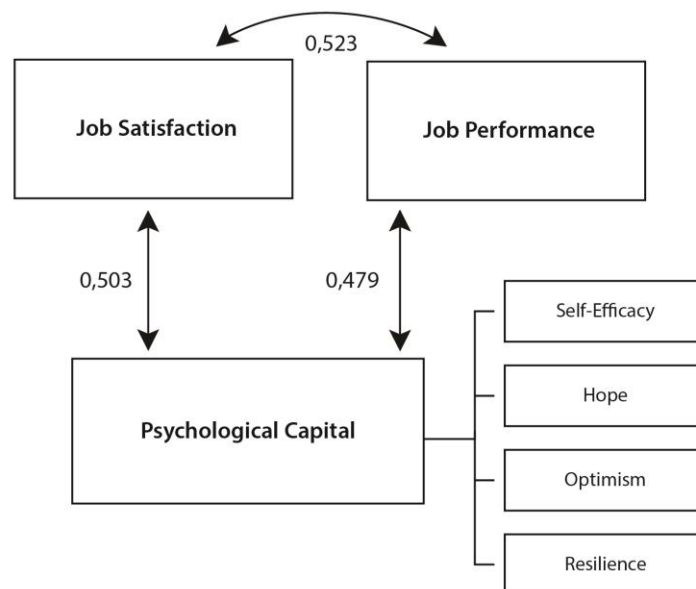
The table shows a positive correlation between all four sub-dimensions and the two variables. The strongest correlation between satisfaction and the sub-divisions is optimism, with 0.439. The strongest correlation between performance and the sub-divisions is resilience, with 0.499.

4.8. The tested hypotheses

Table 7: Summary table for hypothesis testing

Hypothesis	Outcome
H1: A positive relationship between psychological capital and job satisfaction.	Supported
H2: A positive relationship between psychological capital and job performance.	Supported
H3: A positive relationship between job satisfaction and job performance.	Supported

The hypotheses formulated in this study are supported and in line with the first research objective of the study. Below is a figure that illustrates the data collected:



* The numbers in the figure = correlation coefficient.

Figure 2: Empirical model of the study

The empirical model showcases the results of data analyses that reflect the correlation coefficients found between each construct.

4.9. Comparison of data collected to previous findings

Hansen (2015) found the correlation that psychological capital had a statistically (p-value) and practically effect value that was significant in the correlation with the satisfaction perceived at the workplace (general satisfaction) (large effect); ($p \leq 0.01$, $r = 0.52$). Durrah *et al.*, (2016) established that there is a correlation between positive psychological capital and the satisfaction a person has at their job, where the correlation coefficient was 0.482. Kong *et al.*, (2018) also found job satisfaction to have a significant, positive correlation with psychological capital based on the respondents' weighted mean correlation ($r = 0.533$). According to the data collected, the correlation between psychological capital and job satisfaction is in line with previous findings, with the value being 0.503.

Durrah *et al.* 's (2016) results concluded a positive relationship for psychological capital and the performance of the person's job, where the coefficient of the correlation was 0.464. Kong *et al.*, (2018) determined that job performance had a significant, positive correlation with psychological capital based on a sample-weighted mean correlation ($r = 0.326$). With the data collected, it was found that the respondents' relationships with these variables are in line with previous findings, which is a positive correlation with a coefficient value of 0.479.

According to the finding of Judge *et al.*, (2007), he proposed seven relational models that make an assumption that there is the existence of a causal correlation, interconnection or an absence of relationship between the two analysed constructs: performance and satisfaction of the person's job. Durrah *et al.* 's (2016) data established a correlation that is positive between satisfaction and performance, where the correlation coefficient was 0.779. Where Balas-Timar's (2015) results concluded, after using a Pearson correlation analysis, that their data determined an unexpected correlation between satisfaction and performance, which was negatively orientated; this correlations coefficient value was -0.331. The specific research found that respondents who completed the questionnaire in this research have a positive

correlation with the job performance and satisfaction coefficient value being 0.523.

As demonstrated by the above results, previous studies show that psychological capital has a significant impact on teachers' satisfaction and performance that are experienced at work. There is also a strong correlation between satisfaction and performance.

4.10. Conclusion

The respondents' data obtained through the analyses has been documented and described in this section. In Chapter 5, the findings and how this impacts a teacher will be discussed with reference to relevant literature. In order to measure and determine the interaction that psychological capital has on job satisfaction and job performance of high school teachers in Gauteng, the quantitative research method was used, with a cross-sectional research design and the PSQ, MSQ and Job performance measuring instruments. With the correlation discussed, the finding will help elaborate on how each dimension is affecting the satisfaction and performance construct. This can assist managers in the future to improve the staff's level of the three constructs. The limitations of this study will be mentioned and the recommendations for research to take place in the future have been proposed.

Chapter 5: Conclusions, limitations and recommendations

5.1. Introduction

This chapter provides a discussion of the statistical analysed data of the research, including a general conclusion that is related back to the empirical information that was established in this study. It has a conclusion in this chapter that is on the limitations in this study and what possible future research recommendations there are.

5.2. Conclusions

This is based on the agreement of the detailed literature on which all the tested variables are based and on the research objectives and research questions, and the analysed information that determined the data for this study.

5.2.1. Conclusion in accordance with the specific literature objectives of the study

This can be made in reference to the constructs psychological capital, job satisfaction and job performance.

Psychological capital

This construct was theorised to be a person's state of psychology being positively developed (Luthans *et al.*, 2017). This construct contains dimensions; this construct is split into four positive psychological states, which include self-efficacy, a person's hope, optimism and resilience (Luthans *et al.*, 2017). The psychological states that are positive are inherently part of psychological capital that could be used in difficult times, because it can be advanced and managed. All four states of psychology that are positively oriented are believed to increase the organisation's performance as well as an individual's ability to perform (Luthans *et al.*, 2014a).

Staff who are engaged used resources within themselves, such as optimism, self-efficacy and resilience that allow them to affect and control the environment that they

work in with higher amount of success (Bakker & Demerouti, 2008; Luthans *et al.*, 2017). In a study that was conducted in South Africa, the PCQ (Du Plessis & Barkhuizen, 2018) had a response reaction that was not in line with the reactions and results that are included in the review of information about the instrument. The data did, however, provide a clear indication that further testing of this instrument is needed in South Africa.

Job satisfaction

It was conceptualised as the way people perceive to feel about their work (emotional reaction) and various features of the place they are employed at for this study. This is when individuals can match the expected and the outcomes that are desirable, to the outcomes that were reached. From the literature, it was also conceptualised that if individuals are unhappy, whether from the conditions in which they are working or from factors that are intrinsic in nature, it can have effects that directly affect the organisation. Satisfaction of one's job consists of two dimensions; intrinsic factors and extrinsic factors. Extrinsic is when employees consider working conditions such as their pay, colleagues and supervisors (Herzberg, 1987). Intrinsic factors refer to the motivation to contribute to the psychological and educational development of learners and to make a difference in society (Pearson & Moomaw, 2005).

Lim (2008) confirmed that the statement of a person's satisfaction at their job impacts a substantial amount of the person's interests and success of the organisation. Teachers are practitioners in the area of teaching who translate knowledge and skills into national educational philosophy and goals. Teachers impact a crucial part in influencing the future life of learners' social and economic development.

Job performance

This was conceptualised in this study as to what extent a person could deliver on quality with tasks at his/her work environment. Task and contextual performance are two dimensions of job performance that can relate separately to the success and efficiency of the organisation.

The correlations between the satisfaction and the performance that an individual experiences at his/her workplace have been assessed in a various methods. Cummings (1970) has proved that the correlations between three major viewing points established a relationship. This is that satisfaction positively interacts with performance; performance interacts positively with satisfaction; and if an individual is rewarded, the person's satisfaction and performance are positively impacted and improved.

5.2.2. Conclusion of the empirical results of the study

The outcomes of this research are discussed and summarised in relation to the research questions and objectives of the study:

Objective 1: To provide an understanding of the interactions that psychological capital has with job satisfaction and job performance.

The empirical data shows that psychological capital was found to have a positive interaction with job satisfaction and job performance.

This suggests that as teachers' psychological capital increases towards a positive, their job satisfaction and job performance increase in a positive correlation, creating a positive psychological relationship between these constructs. Therefore, the constructs are influenced by one another and if a teacher's psychological capital can be directed towards a high positive level, it will force the satisfaction and performance of this teacher's job to be impacted positively.

According to data collected, psychological capital's correlation was found to be positive with the satisfaction of a person's job. This knowledge suggests that as teachers' level of psychological capital grows, the higher the possibility that they will have satisfaction with features that relate to the workplace and the internal characteristics of their job. Analysis established a correlation that shows a positive relationship does exist between PsyCap and the satisfaction with a person's job.

Empirical results show that psychological capital was found to have a positive

interaction with job performance. This reflects positively on teachers' job performance and productivity, while this increases their job performance levels, which leads to increased variables such as enthusiasm for work, increasing work turnout, productivity, etc.

Objective 2: Identify to what extent the dimensions of psychological capital influence high school teachers' job satisfaction.

In the first objective, psychological capital has a positive correlation with job satisfactions; this is proven by the data to include all four dimensions of PsyCap. The four dimensions all have a lower correlation with job satisfaction than the complete construct psychological capital.

This data emphasised that teachers are experiencing a satisfactory level in their work environment and commonly experience positive emotions, and negatively based emotions happen infrequently, and a person is less probable to draw from the psychological states inherent in positive PsyCap.

Hope is defined as a cognitive process that motivates individuals to find the willpower to complete daily challenges and goals. Snyder *et al.*, (1991) defined it as "an emotional and motivational state where successful feeling of agency and pathways interact."

The data collected in this study showed hope to have a correlation value of 0.351.

Optimism has a positive attribution that makes the person succeed now and, in the future, (Ohlin, 2019). Individuals with high levels of optimism believe that good things will happen to them now and in the future and will always have a positive outcome.

Optimism in this study has a correlation value of 0.439.

Resilience has been defined by Luthans (2002) as an individual's positive psychological capacity to recover from an unfortunate situation and to resolve the conflict and increase their responsibility. The data collected in this study has a correlation value of 0.329.

Self-efficiency is defined as an individual or employee's confidence in his or her abilities to achieve a specific goal within a given context. A feeling of confidence is created when an individual completes a task or achieves a goal; the individual then feels confident that they can do it again. Self-efficiency in this study has a correlation value of 0.396.

These correlation coefficient values show the positive relationships that the four dimensions have with job satisfaction. The highest correlation between a dimension and job satisfaction is the optimism dimension; this shows that in this study the teachers' optimism is the construct that should be encouraged to be increased. The level of optimism of the teacher will directly influence the level of job satisfaction and therefore the teachers could have higher perceived satisfaction in their working environment if the dimension of optimism of teachers is one of the management of that specific school's focus points.

The dimension with the lowest impact on job satisfaction is resilience. This dimension is not as important to the teachers' job satisfaction as the rest, but moving to objective 3, it will be clear how this dimension is still a major factor in teachers' overall satisfaction.

Objective 3: Establish to what extent the dimensions of psychological capital influences high school teachers' job performance.

The data that was used to compile the analyses for the first objective showed that psychological capital has a positive correlation with job performance; this includes all four dimensions of psychological capital. The four dimensions each has its own correlation level to the construct job performance; these correlations surround the correlation coefficient values that exist for the complete construct psychological capital.

This data emphasised that teachers have a high-performance level at work, which allows the teacher to less frequently draw from the positive psychological states inherent in psychological capital. The four dimensions have been defined in the previous section.

- Hope has a correlation value of 0.461.
- Optimism has a correlation value of 0.498.
- Resilience has a correlation value of 0.499.
- Self-efficiency has a correlation value of 0.452

These correlation coefficient values show the positive relationship that the four dimensions have with job performance. The highest correlation between a dimension and job performance is the resilience dimension; this shows that, in this study, the teachers' resilience is the construct that should be encouraged to be increased. The level of resilience of the teacher will directly influence the level of job performance and therefore the teachers could have a higher productivity level at work if the dimension of resilience of teachers is one of the management of that specific school's focus points.

Optimism is the second highest correlation but taking into consideration that this is the highest correlated dimension for satisfaction, it would benefit the school immensely if this dimension is increased.

5.3. Practical implications

The conclusion of the objectives' discussion is that if a management team of a school wants to improve the high school teachers' job satisfaction and performance, they need to help the staff increase their psychological capital, more specifically their four sub-dimensions of psychological capital. The result of this study also brought forth the data that optimism is probably the dimension that has the highest impact on the teachers' two constructs. Resilience is higher in the performance side of teachers' job and if the information from the study is used fully, it can be seen by improving just the performance of a teacher it automatically improves the satisfaction perceived by the teacher.

To increase a teacher's psychological capital, it could be seen that a person has to increase the four dimensions.

5.3.1. Increasing hope

To increase an individual's hope could be seen as one of the most difficult tasks. There are two topics that, by adjusting and assisting the staff, could develop the level of hope that they perceive to have (Ohlin, 2019).

The first is to set goals and then be able to reach them. This topic is widely known to assist performance, but if used incorrectly staff could have a negative feeling about it. Goals for individuals and the staff as a team should be set to an approach-oriented goal; this has a forward thinking that allows management to divide the task/objective into smaller reachable goals (Luthans & Youssef, 2004). Increasing this forward movement in goal orientation allows the management to move the staff away from an avoidance-oriented goal, where something is completed to avoid a negative response or reaction.

The approach-oriented goal is both a physical task that should be worked on as well as an emotional construct that can be increased and worked towards by assessing where teachers see their approach level currently and setting small milestones that can be reached to increase their confidence and lift the staff to the next level (Fisher-Epe, 2016). This construct/topic should constantly be worked on and maintained to ensure that staff do not fall back to doing something to avoid a negative reaction.

The second falls into the side where a person should be motivated (Lippman, 2013). This can be done externally, but to truly benefit from this, the management of a school needs to understand what aspects there are that impact each teacher's motivation and what will motivate themselves to do if they know what result they might gain from it.

The most important component in motivating a team of staff members is not to generalise or even that management use their own motivating points to attempt to motivate the staff.

5.3.2. Increasing self-efficiency

Self-efficiency is the dimension in this study that could be seen as that which will

have the second lowest impact on the teachers' job satisfaction and performance overall; it has four topics that can strengthen and impact teachers' level of dimensions.

The first is to focus on past success; this is for the individual, but the management of the staff as well (Ohlin, 2019). They need to draw attention to things that have worked well in the past and learn from it and adjust it to be used again in future situations.

Copying other people is a good way of creating a level of self-efficiency; the important part of this is to copy someone who is exceeding in the specific situation as well as learning from this to implement an overall better solution in the future (Ajzen, 2002). The idea of using someone else's work is not to have the individual question their abilities, but purely to have the staff understand that certain things work better for certain people and if the staff member is similar to someone who has a better solution for a situation then they can learn from one another and these roles can always switch around.

Creating room for success is the third topic that can influence the teachers' self-efficiency (Ajzen, 2002). This topic is easily done verbally, but it seldom eliminates the self-doubt of an individual; this can be done if the management of the school can avoid placing teachers in situations prematurely; this includes asking for work that should be done before deadlines are reached.

The last topic is that management should work on avoiding negative experiences; this can be done by keeping an eye on staff's well-being and when things are getting overwhelming or fatigue jumps in, management can re-implement that they see the hard work the individual is doing and really appreciate the effort; this should not just be verbally in all cases.

5.3.3. Increasing resilience

As seen in the study, resilience has the highest impact on job performance. This dimension has three topics that can increase the level thereof.

The first is facing reality, which refers to taking the situation head on or, in other words, taking the bull by the horns. All of these are well-known metaphors, but the concept behind it is actually a very good thing for resilience. When something that is concerning comes to the fore, it does not always help to just stay positive, the situation might last longer than the person's hope and optimism (Luthans, 2002). This means if the teacher takes the situation at hand and faces it as it really is, they will be able to understand that it is a difficult situation, but that they are working through it and therefore increasing their resilience.

Searching for meaning is the second topic, as managing it is of utmost importance to ensure that teachers understand and buy into the meaning/reason for a specific task (Reivich & Shatté, 2002). As teachers are faced with drastically diverse situations, it is important that they constantly work on improving their skills to be able to think on their feet, but still feel confident with the result.

5.3.4. Increasing optimism

The dimension that can impact teachers excessively is optimism; if this is increased, overall teacher job performance and satisfaction can increase drastically. The topic or aspect that should be done to develop a larger or higher level of optimism is to change an individual's and a team of staff members' focus (Ohlin, 2019). The dimension can be impacted by focusing on accepting the past for what it is, good or bad, being present in the now and valuing its implications and aiming toward the future that sees an opportunity for the individual and staff as a whole.

5.3.5. Psychological capital increased

The concept has been discussed a number of times in this study but understanding that it is greater than its dimensions on their own is more relevant. If the data is used that was used in the results of this study, the correlation of the psychological capital as a combined construct is impacting job satisfaction to a larger extent than the dimensions of psychological capital on their own; as for the relationship that it has with job performance, it is clear that it gives a better average than what the dimensions do on their own.

5.4. Limitations

Below are limitations that were identified and now discussed for this study. Objectively, this study had to determine the correlations of the relationships between the constructs and find to what level of strength these interactions are.

The data collected was obtained from a relatively small number of people (n =158); future research will need a larger response rate where more data can be used to derive the results that generalise the overall population. A further limitation in line with this is that teachers in this study were sampled from one education district within the Gauteng Province of South Africa. The district chosen was a metro district and it was chosen due to its proximity and accessibility to the researcher. However, there are many schools in both the province and the rest of the country that exist within contexts that differ both socially and economically, which may have generated different outcomes.

The cross-sectional design did not allow any form of causality in-between the constructs to take place during this study. Long-term research will benefit this form of study to be able to make readings about the reason and influence.

The method used to obtain permission to collect data also presents a potential limitation. In order to gain access to conducting research in each school, permission had to be granted from the schools' principal/director. The sample also consisted of all volunteer participants.

5.5. Recommendations for future research

There are some recommendations that can be made for research to take place in the future that are given by the results of this study.

A South African study used PCQ in measuring the results of a study that concludes an inconsistent result that is concerning the construct of psychological capital. Additional research will be needed to further determine the reliability and validity in other samples in South Africa. Moreover, direct psychological capital interventions

such as training workshops need to be tested in order to determine how to foster this psychological resource for school teachers and provide one potential avenue to improve schools in South Africa. Given the beneficial outcomes of PsyCap found in this study, understanding the nature of this construct is essential, as this will help in the development of interventions to foster psychological capital in the workplace.

5.6. Conclusion

This chapter provided a discussion that oversees the conclusion of all of the main feedback created by the respondents' data and established the reason for the significance of the study. Overall, this study was an attempt at providing insight into improving one aspect of the education system in South Africa. It was shown that there is an incentive to equip teachers with psychological resources such as psychological capital, as it can have positive work-related outcomes. As such, this study has provided a deeper understanding of the nature and benefits of psychological capital and provided an impetus for further research to be conducted into the practical development of psychological capital as a means to develop engaged and committed teachers.

This study conducted an in-depth analysis and discussion of the factor structure and relevance of psychological capital among high school teachers in registered IEB schools in Gauteng, South Africa. This study aimed to empirically examine the relationship between psychological capital, job satisfaction and job performance. The relevance and importance of psychological capital have also been empirically established by demonstrating its association with job satisfaction and job performance to the school and its commitment to teaching. It highlighted the need to improve job satisfaction and job performance among school teachers to make use of these benefits in South African schools.

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Appendix A: Consent form for participation in research and questionnaire

Consent letter and questionnaire

Researcher: Mr Tiaan Visser (084 2499 333, tiaanvisser.tv@gmail.com)

Supervisor: Mrs N Khumalo

Dear participant

You are kindly invited to participate in an academic research study conducted by Tiaan Visser, a **master's student** from the **North-West University Business School**. Please note that the participants of the study involve only **high school teachers** in **registered IEB schools** only.

The study aims to explore *the interactions between psychological capital on job satisfaction and job performance within the context of South African high school teachers*.

The procedure to be followed is a quantitative research design, which includes a structured questionnaire where you will only be required to select the box for the response that you believe to be correct, according to your opinion. The questions are divided into sections based on the study's objectives. The questions in Section A involve general demographic information. Sections B to D ask questions about the research goals.

Please note that basic biographical information related to the topic will be asked, such as your gender, age and related experience. The biographic information requested for this study is not for individual identification, but rather statistical analysis purposes; therefore, the study is anonymous and names will not appear on the document. You are assured that the data you provide will only be used for academic purposes to complete the study; all information will be kept confidential and will not be used to establish the identity of the respondent.

Your involvement in this project is voluntary. You may refuse to participate in the research (by not completing the questionnaire). If the questionnaire is completed, there is no way of identifying the identity of a participant, and their information stays

anonymous. There will be no monetary gain from taking part in this survey. If you have any questions or concerns about completing the questionnaire or participating in this study, you may contact me using the details listed above.

The survey should take approximately **20 minutes** to complete. I hope you will take the time to complete this survey. Please complete each question by selecting the answer that fits you best. Be completely honest your answers will remain totally anonymous.

Thank you in advance for your interest and assistance with the research.

Appendix B: Electronic questionnaire (Google Form)

Section A: Demographic information

This section requires personal information. The following is necessary to enable meaningful data analysis, but will remain confidential. Please complete each question by selecting the option that fits you best.

1	What age group are you in?	18-24	25-34	35-44	45-54	55-65	Above 65
2	What is your gender?	Female	Male	Other	Prefer not to answer		
3	How long have you been a teacher?	0-2 years	3-5 years	6-9 years	10-14 years	15 years and more	
4	How long have you been working at your current school?	0-2 years	3-5 years	6-9 years	10 years and more		

Section B: Evaluating psychological capital

Below are statements with which you may agree or disagree. Be honest; your answers will remain completely anonymous. Please complete each question by selecting the option that fits you best.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Somewhat agree 4	Agree 5	Strongly agree 6
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1	I feel confident when analysing a long-term problem to find a solution.	1	2	3	4	5	6
2	I feel confident in representing my work area in meetings with management.	1	2	3	4	5	6
3	I feel confident contributing to discussions about the school's strategy*.	1	2	3	4	5	6
4	I feel confident helping to set targets/goals in my classroom*.	1	2	3	4	5	6
5	I feel confident contacting people outside the school (e.g. parents) to discuss problems*.	1	2	3	4	5	6
6	I feel confident presenting information to a group of colleagues.	1	2	3	4	5	6
7	If I should find myself in a jam at work, I could think of many ways to get out of it.	1	2	3	4	5	6
8	At the present time, I am energetically pursuing my work goals.	1	2	3	4	5	6
9	There are many ways around any problem.	1	2	3	4	5	6
10	Right now, I see myself as being pretty successful at work.	1	2	3	4	5	6
11	I can think of many ways to reach my current work goals.	1	2	3	4	5	6
12	At this time, I am meeting the work goals that I have set for myself.	1	2	3	4	5	6
13	When I have a setback at work, I have trouble recovering from it and moving on*.	1	2	3	4	5	6
14	I usually manage difficulties one way or another at work.	1	2	3	4	5	6
15	I can be 'on my own' so to speak at work if I have to.	1	2	3	4	5	6
16	I usually take stressful situations at work in my stride.	1	2	3	4	5	6
17	I can get through difficult times at work because I have experienced difficulty before.	1	2	3	4	5	6
18	I feel I can handle many things at a time at this job.	1	2	3	4	5	6
19	When things are uncertain for me at work, I usually expect the best.	1	2	3	4	5	6
20	If something can go wrong for me work-wise, it will*.	1	2	3	4	5	6
21	I always look on the bright side of things regarding my job.	1	2	3	4	5	6
22	I am optimistic about what will happen to me in the future as it pertains to work.	1	2	3	4	5	6
23	In this job, things never work out the way I want them to*.	1	2	3	4	5	6

Section C: Evaluating job satisfaction

Below are statements with which you may agree or disagree. Be honest, your answers will remain completely anonymous. Please complete each question by selecting the option that fits you best.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Somewhat agree 4	Agree 5	Strongly agree 6
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25	Being able to keep yourself busy all the time.	1	2	3	4	5	6
26	The chance to work alone on the job.	1	2	3	4	5	6
27	The chance to do different things from time to time.	1	2	3	4	5	6
28	The chance to be 'somebody' in the school. *	1	2	3	4	5	6
29	The way my boss handles his/her workers.	1	2	3	4	5	6
30	The competence of my supervisor in making decisions.	1	2	3	4	5	6
31	Being able to do things that do not go against my conscience.	1	2	3	4	5	6
32	The way my job provides for steady employment.	1	2	3	4	5	6
33	The chance to do things for other people.	1	2	3	4	5	6
34	The chance to tell people what to do.	1	2	3	4	5	6
35	The chance to do something that makes use of my abilities.	1	2	3	4	5	6
36	The way the school's policies are put into practice. *	1	2	3	4	5	6
37	My pay and the amount of work I do.	1	2	3	4	5	6
38	The chances for advancement on the job.	1	2	3	4	5	6
39	The freedom to use my own judgement.	1	2	3	4	5	6
40	The chance to try my own methods of doing the job.	1	2	3	4	5	6
41	The working conditions.	1	2	3	4	5	6
42	The way my co-workers get along with each other.	1	2	3	4	5	6
43	The praise I get for doing my job.	1	2	3	4	5	6
44	The feeling of accomplishment I get from my job.	1	2	3	4	5	6

Section D: Evaluating job performance

Below are statements with which you may agree or disagree. Be honest your answers will remain completely anonymous. Please complete each question by selecting the option that fits you best.

Strongly disagree 1	Disagree 2	Somewhat disagree 3	Somewhat agree 4	Agree 5	Strongly agree 6
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45	I adhere to the official regulations and administrative principles of the school. *	1	2	3	4	5	6
46	I feel responsible for the tasks I undertake and their consequences.	1	2	3	4	5	6
47	I can carry out assigned duties effectively and efficiently.	1	2	3	4	5	6
48	I understand the criteria of the performance review at my school. *	1	2	3	4	5	6
49	I do my job honestly when my superior does not monitor me.	1	2	3	4	5	6
50	I am very strict with my job, value it greatly and resolve its problems.	1	2	3	4	5	6
51	I interact with the pupils and other staff respectfully and try to solve their problems. *	1	2	3	4	5	6
52	In case of emergency or humanitarian assistance, I reveal devotion and self-sacrifice.	1	2	3	4	5	6
53	I make an attempt to improve my professional knowledge.	1	2	3	4	5	6
54	I try to transfer my professional knowledge to others.	1	2	3	4	5	6
55	I believe this school delivers quality education. *	1	2	3	4	5	6
56	I am considerate of my colleagues, respect their rights and establish a sense of cooperation with them.	1	2	3	4	5	6
57	I accept my mistakes.	1	2	3	4	5	6
58	I avoid wasting time and taking unnecessary measures.	1	2	3	4	5	6
59	I look after my job equipment and use them economically.	1	2	3	4	5	6

Thank you for completing the questionnaire.

Appendix C: Tables

Table A: Frequency and descriptive for all the questions of the questionnaire.

	Questions	Frequency	Mean	Std. deviation
1	I feel confident when analysing a long-term problem to find a solution.	158	4.92	0.864
2	I feel confident in representing my work area in meetings with management.	157	5.04	0.905
3	I feel confident contributing to discussions about the school's strategy*.	157	4.59	1.149
4	I feel confident helping to set targets/goals in my classroom*.	157	5.13	0.904
5	I feel confident contacting people outside the school (e.g. parents) to discuss problems*.	158	4.56	1.361
6	I feel confident presenting information to a group of colleagues.	158	4.90	1.017
7	If I should find myself in a jam at work, I could think of many ways to get out of it.	157	4.68	0.921
8	At the present time, I am energetically pursuing my work goals.	158	4.77	0.983
9	There are many ways around any problem.	158	5.04	0.777
10	Right now, I see myself as being pretty successful at work.	157	5.01	0.828
11	I can think of many ways to reach my current work goals.	157	4.90	0.833
12	At this time, I am meeting the work goals that I have set for myself.	157	4.80	0.923
13	When I have a setback at work, I have trouble recovering from it and moving on*.	156	3.16	1.522
14	I usually manage difficulties one way or another at work.	158	4.77	0.944
15	I can be 'on my own' so to speak at work if I have to.	156	5.17	0.851
16	I usually take stressful situations at work in my stride.	158	4.48	1.081
17	I can get through difficult times at work because I have experienced difficulty before.	158	4.82	0.968
18	I feel I can handle many things at a time at this job.	154	4.87	1.040

19	When things are uncertain for me at work. I usually expect the best.	158	4.35	0.996
20	If something can go wrong for me work-wise, it will*.	155	2.70	1.421
21	I always look on the bright side of things regarding my job.	158	4.80	0.915
22	I am optimistic about what will happen to me in the future as it pertains to work.	158	4.66	1.132
23	In this job, things never work out the way I want them to*.	158	2.42	1.411

	Questions	Frequency	Mean	Std. deviation.
25	Being able to keep yourself busy all the time.	158	5.23	0.815
26	The chance to work alone on the job.	157	4.85	0.942
27	The chance to do different things from time to time.	157	4.92	0.772
28	The chance to be 'somebody' in the school. *	158	4.58	1.119
29	The way my boss handles his/her workers.	158	4.23	1.427
30	The competence of my supervisor in making decisions.	158	4.49	1.295
31	Being able to do things that do not go against my conscience.	157	4.44	1.157
32	The way my job provides for steady employment.	157	4.94	0.875
33	The chance to do things for other people.	158	4.98	0.967
34	The chance to tell people what to do.	158	4.02	1.223
35	The chance to do something that makes use of my abilities.	157	4.89	0.984
36	The way the school's policies are put into practice. *	158	4.08	1.244
37	My pay and the amount of work I do.	157	3.45	1.447
38	The chances for advancement on the job.	158	3.89	1.241
39	The freedom to use my own judgement.	158	4.44	1.068
40	The chance to try my own methods of doing the job.	158	4.66	1.069
41	The working conditions.	156	4.53	1.127

42	The way my co-workers get along with each other.	157	4.63	1.247
43	The praise I get for doing my job.	158	4.25	1.315
44	The feeling of accomplishment I get from my job.	157	4.85	1.014

	Questions	Frequency	Mean	Std. deviation.
45	I adhere to the official regulations and administrative principles of the school. *	158	5.30	0.684
46	I feel responsible for the tasks I undertake and their consequences.	158	5.42	0.660
47	I can carry out assigned duties effectively and efficiently.	157	5.41	0.640
48	I understand the criteria of the performance review at my school. *	158	4.37	1.416
49	I do my job honestly when my superior does not monitor me.	157	5.52	0.637
50	I am very strict with my job, value it greatly and resolve its problems.	157	5.29	0.700
51	I interact with the pupils and other staff respectfully and try to solve their problems. *	157	5.34	0.686
52	In case of emergency or humanitarian assistance, I reveal devotion and self-sacrifice.	157	4.94	0.852
53	I make an attempt to improve my professional knowledge.	158	5.02	0.885
54	I try to transfer my professional knowledge to others.	157	5.11	0.805
55	I believe this school delivers quality education. *	157	4.97	0.887
56	I am considerate of my colleagues, respect their rights and establish a sense of co-operation with them.	156	5.32	0.627
57	I accept my mistakes.	158	4.96	1.064
58	I avoid wasting time and taking unnecessary measures.	156	5.08	0.819
59	I look after my job equipment and use them economically.	156	5.37	0.804