UNIVERSITY OF KWAZULU-NATAL

Psychological Capital, Subjective Wellbeing, Organisational Virtuousness and Organisational Citizenship Behaviour amongst teachers

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DECLARATION

I declare that this dissertation is my own unaided work. All borrowed ideas, citations and references have been duly acknowledged. This dissertation is being submitted for the partial fulfilment of the Master of Social Science (Industrial Psychology) degree at the University of KwaZulu-Natal. It has not been submitted before for any other degree or examination at any other university.

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ABSTRACT

The current study aimed to explore the aspects of Psychological Capital (PsyCap), Subjective Wellbeing and Organisational Virtuousness in the attempt to explain how it may influence Organisational Citizenship Behaviour amongst teachers within the Durban region of Kwa-Zulu Natal. The general objective of this research study was to explore the relationship between PsyCap, Subjective Wellbeing, Organisational Virtuousness and Organisational Citizenship Behaviour. The study used a quantitative research design and was conducted using the Positive Psychology framework. This study made use of the Broaden and Build Theory of Positive Emotions as well as the Self-Determination Theory as its theoretical framework. The study took the form of a cross sectional survey design with a convenience sample (n=110) that were taken of educators across four educational institutions in the Durban region. The data was collected with the use of six questionnaires. The Biographical Questionnaire; Psychological Capital Questionnaire; Satisfaction with Life Scale; Orientation to Happiness Scale; Perceptions of Organisational Virtuousness Questionnaire and the Organisational Citizenship Behaviour Questionnaire were administered to the participants. Data analysis included descriptive and inferential statistics which was conducted on the statistical program SPSS 21. The results confirmed that there were statistically and practically significant relationships between PsyCap, Subjective Wellbeing, Organisational Virtuousness and Organisational Citizenship Behaviour. Secondly, the results of the study indicated that subjective wellbeing, PsyCap and resilience predict organisational citizenship behaviour. Lastly, the results of the study indicated that male and female teachers do not differ in their experiences of PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. The present study is limited in the following ways: Firstly, this study used a cross-sectional research design as opposed to a longitudinal research design. Therefore, the results of this study cannot determine causality between the variables. Lastly,

the data came from self-reported questionnaires. This can affect the reliability and validity of the data because the participants may have answered the questions to reflect more socially acceptable responses. Although this study has limitations, it acts as a starting point for research on the positive psychology perspective on the constructs of PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. As a recommendation, this research study explores the relationship between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour, however there has been no research conducted on these constructs together. Thus there is a need for research to be conducted to link these constructs. More research needs to be conducted on organisational virtuousness since it is a relatively new construct within the positive psychology paradigm.

Key Words: Psychological Capital, Subjective Wellbeing, Organisational Virtuousness, Organisational Citizenship Behaviour.

Table of Contents

List of Tables

CHAPTER ONE

INTRODUCTION

1.1. Introduction

The chapter begins with the background to the problem of the study followed by the aim, rationale, objectives and research questions of the study. It also includes a brief overview of the division of chapters and is concluded by a summary.

1.2. Background to the study

Teachers are given the responsibility of playing an important role in society such as the schooling environment by educating the youth in our South African society towards a better future because teachers fulfil their role of not only teaching their pupils but also guide them towards exploring opportunities or avenues that could better their life (Vaznoniene & Vaznonis, 2011). This promotes a learning environment for the students that are positive, enriching and inspiring for them to be able to learn to their optimum capacities (Mahembe, 2010). One of the most pertinent problems that plague the education system within South Africa is that of the challenges that these teachers encounter such as being part of a demanding or stressful work environment (Mahembe, 2010). He further concluded that the vast socio-economic disparities such as high crime rates or economic challenges contribute towards teachers feeling overwhelmed and somewhat lack in preparation for working through these setbacks. Teachers also have a lack of accessibility to the resources needed to fulfil their duties to their students hence this may contribute towards the teachers feeling demotivated in relation to their work (Vaznoniene & Vaznonis, 2011). This undoubtedly affects the quality of education that the students may receive from these educators.

South African educators have recently been encountered with the introduction of a new system of curriculum placed in schools known as Curriculum and Assessment Policy Statements (CAPS), which has placed a significant amount of stress on teachers as they have had to not only come to grips with the new curriculum but also have to be able to effectively teach it to their students (Mahembe, 2010). Teachers often become enmeshed within the lives of their students by trying to remedy any obstacles that the students may encounter, whilst neglecting the need to focus on developing their own strengths and qualities (Vaznoniene & Vaznonis, 2011). Enhancing the positive attributes and strengths of educators will not only have a positive effect on the manner in which they render their services to the school and its students, but it will also create a platform for students to achieve better academic results (Luthans, Avolio, Norman, & Avey, 2008). Teachers may be able to fulfil this purpose if they are able to acquire a life that is positive, rewarding, where they are able to grow, develop and flourish as individual human beings over time (Luthans et al., 2008).

This research study was situated in the positive psychology paradigm and made use of the Broaden and Build Theory of Positive Emotions as well as the Self-Determination Theory as its two theoretical frameworks. The positive psychology paradigm was used because teachers have an imperative role to play with regard to the quality of education that students receive (Vaznoniene & Vaznonis, 2011). It is therefore crucial for a more positive approach to be undertaken whereby the positive capacities that the teachers possess are enhanced and cultivated (Luthans et al., 2008). These authors indicated that these positive capacities may act as buffers when the teachers experience challenging situations, thus their repertoire of positive emotions and self-determined behaviours will allow students and the teachers themselves to succeed in both their schooling and personal lives as well.

1.3. Introduction to the study

The South African society has many different environments in it such as social, political, economic, agricultural, rural and urban environments (Namazzi, 2011). Some environments are rural whilst others are developed with more resources available to the developed society which therefore indicates some negative effects on the positive emotions of teachers (Namazzi, 2011). The congruency between this is that teachers are then allocated to these different areas to fulfil their duties because schools will employ teachers based on the vacancies that are available. The advantages that these constructs have is that psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour are from the positive psychology paradigm and when they interact effectively, the individual will have the opportunity to become more holistic and use the positivism to function effectively (Hosen & Stern, 2003).

During the last decade of teaching in South Africa, education has transformed over time. The systems that were previously used within the teaching framework have evolved and different methods are now used (Hosen & Stern, 2003). This change has caused teachers to view their profession differently because they had to adapt to these changes as well. Therefore, this is the motivation to have selected teachers for this study which was focused on the positive emotions experienced among the teachers despite the changes that they had to endure over the years (Hosen & Stern, 2003).

Positive education can assist teachers to cope and understand the changing education system as it can be defined as education for both traditional skills, happiness and it values wellbeing (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). According to these authors, schools teach the tools of accomplishment as well as achievement amongst its pupils and teachers through feedback, positive past experiences and support. Positive education decreases

negative effects of life so that the pupils are taught to use strengths in new ways, engage in learning and enjoyment of school as well as increase their social skills (Seligman et al., 2009). He indicated that this is vital to teachers because it can assist them in staying positive during difficult times. Furthermore, these researchers suggest that positive education can therefore have profound effects in enhancing psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst the teachers since they are the pillars of strength within our education system.

Teaching is an important profession therefore teachers are one of the core members in society because they generate and pass on information amongst individuals (Tabassum & Ali, 2012). Currently there are several things that affect the lives of teachers especially in their working environment such as work demands, personal life issues and stressful environments which has led the researcher to choosing the constructs of psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour in order to fulfil the research gap found amongst these domains (Tabassum & Ali, 2012). This research study was situated in the positive psychology paradigm and made use of the Broaden and Build Theory of Positive Emotions as well as the Self-Determination Theory as its two theoretical frameworks.

1.4. Research Aim and Objectives

The general aim of this research study was to explore if there is a relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. A further exploration of whether psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour will also be conducted. The present study aims to answer the following research questions:

1. What is the relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers?

2. Does psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour amongst teachers?

3. Do male and female teachers differ in their experiences of psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour?

To answer these research questions, the following objectives are formulated:

1. To determine if there is a relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers.

2. To determine whether psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour amongst teachers.

3. To determine whether male and female teachers differ in their experiences of psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour.

1.5. Rationale for the study

The rationale is to fill the gap in research with regard to psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour to generate new information around these constructs. In the current South African environment as well as the international environment, teachers are being continuously tested on their ability due to always needing to be prepared for change because many young people depend on them

(Tabassum & Ali, 2012). The more research that is done with regard to teacher's psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour, the more the gaps shall be fulfilled and the relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour can be viewed more clearly. The school education system is confronted by changes that can influence teachers and their psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour outcomes in the environment that they are situated in (Tabassum & Ali, 2012). These can be indicated as challenges that need to be eradicated or resolved and this study can contribute to that (Tabassum & Ali, 2012). The teacher's understandings of these challenges must not be neglected, instead it must be carefully taken into account (Moller, 2000).

The interaction between teachers and their school environment must be understood especially when incorporating psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour into the system as well as the teacher's daily work lives which can enhance their work-life balance (Moller, 2000). This is important because each aspect may contribute towards the way in which they view their work, fulfil their work duties and live their lives outside of their work environment which ultimately affect the teaching profession as a whole (Moller, 2000).

Teachers possess intrinsic characteristics and personality traits such as patience and other beneficent qualities to improve their profession and manner in which they teach their students (Vaznoniene & Vaznonis, 2011). The more the teacher's psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour can be elicited, then more positive outcomes such as motivation, less stress and conducive work environments can be produced (Fredrickson, 2010). During the last decade of teaching in South Africa, education has transformed over time (Hosen & Stern, 2003). These researchers

also suggest that the systems which were previously used within the teaching framework have evolved and different methods are now used. This change has caused teachers to view their profession differently because they had to adapt to these changes as well (Hosen & Stern, 2003). Therefore, this study focuses on the positive emotions experienced among the teachers despite the changes that they had to endure over the years.

1.6. Structure of the study

Chapter 1: Introduction

This chapter introduces the foundations of the study as well as the background to the study, the aim, rationale, research questions and objectives.

Chapter 2: Literature Review

This chapter consists of definitions and a review of the research on psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers. It also includes a theoretical framework.

Chapter 3: Research Methodology

This chapter explains the method of research, research design, sampling method, data collection and the data analysis method of this research study.

Chapter 4: Results

This chapter presents the results of the research in the form of tables.

Chapter 5: Discussion

This chapter discusses the results of the study within the context of the existing literature.

Chapter 6: Limitations, recommendations and conclusion

This chapter includes the limitations, suggestions for future research and the conclusions that can be drawn from the present study.

1.7. Summary

This chapter introduced the topic and gave a background to the study. The aim, rationale, objectives and research questions of the study were clearly stated. The chapter included the structure and chapter division of the research study. The next chapter presents a review of the literature based on psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour as well as a theoretical framework that aims to integrate all the concepts.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The purpose of this chapter is to provide an overview of general academic literature on psychological capital, subjective well-being, organisational virtuousness and organisational citizenship behaviour. The chapter begins by providing a discussion of positive psychology, psychological capital, subjective well-being, organisational virtuousness and organisational citizenship behaviour with focus aimed on its various definitions from academic literature as well as the international and national research on the concept. This chapter ends with a discussion of the theoretical framework of the present study and a summary of the chapter.

2.2. Positive Psychology

"Psychological capital is proposed as a common underlying capacity considered critical to human motivation, cognitive processing, striving for success, and resulting performance in the workplace" (Peterson & Luthans, 2003, p. 3). The research about psychological capital was located within the positive psychology paradigm that was initially developed and constructed by Seligman and Csikszentmihalyi in 1999 (Seligman & Csikszentmihalyi, 2000). Positive psychology is a branch of humanistic psychology that consists of several tenets of human life that result in happiness, flourishing and also promotes mental health (Kobau & Seligman, 2011). The essence of positive psychology came about in a period when positive attributes and components were often neglected (Seligman & Csikszentmihalyi, 2000). Within the positive psychology paradigm there are three pillars which are positive emotion, positive individual traits and functioning in positive institutions (Schneider, 2011). One of the aims of positive psychology also focuses on what is "right" about individuals such as their strengths, positive attributes and psychological assets which when working in

conjunction with each other results in individuals being able to thrive in their respective societies, environments and lives (Kobau & Seligman, 2011). Positive psychology makes use of scientific methodology to identify and promote variables that shall allow for individuals, groups and organisations to prosper such as the teachers in the context of this study (Seligman & Csikszentmihalyi, 2000).

The positive psychology paradigm relates to psychological capital because if teachers are able to attain positive emotions, positive individual traits as well as work and live within positive institutions around them then this positive psychology paradigm can optimise their subjective wellbeing, mental health and general upliftment in their life (Kobau & Seligman, 2011). This can relate to psychological capital in order for teachers to function at their ultimate positive capacity in their respective environments, whether it is in the local South African context or internationally. Positive psychology can therefore be related to psychological capital in trying to elicit the maximum amount of positive flourishing whilst also developing hope, optimism, resilience and self-efficacy as well, to produce an overall holistic individual (Kobau & Seligman, 2011). Hence, individuals such as the teachers will thrive and benefit because their psychological capital will be further strengthened.

Positive psychology ensures that individuals live a fulfilled life that is experientially human and holistic which can be associated to the premises of subjective wellbeing (Schneider, 2011). Organisational virtuousness and organisational citizenship behaviour can be associated to positive psychology which has four pillars of the good life such as meaning, virtue, resilience and wellbeing which are all shaped by culture (Wong, 2011). The primary reason for launching the positive psychology movement was to address the imbalance that lies within mainstream psychology and positive psychology aims to answer fundamental questions such as what makes life worth living and how can life be bettered for all, such as teachers that this study focuses on (Wong, 2011).

Positivism builds psychological strengths, good mental habits, social connections, physical health and resilience (Schneider, 2011). Furthermore, this researcher also suggests that positive emotions broaden attention, thinking and views of the self, it helps to undo lingering negative emotion, it also builds enduring personal resources, spirals upwards towards well-being and transforms individuals (Schneider, 2011). The negative must be accepted in life in order to accept and allow the positive aspects to be infiltrated into one's life (Schneider, 2011).

It has been mentioned by Luthans (2010) that positive psychology is concerned with optimal human functioning instead of pathological human functioning. Hence, the rise of positive psychology saw a new scientific focus on understanding how an individual and a community flourish through gaining awareness about their enabling strengths and virtues. Human beings possess an innate ability to lead a fulfilled and meaningful life hence positive psychology becomes a critical research component, especially within a modern society (Luthans, 2010). Positive psychology revisits 'the average person', with an interest in finding out what works, what is right, and what is improving (Seligman & Csikszentmihalyi, 2000).

The discipline of positive psychology is concerned with the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups and institutions (Gable & Haidt, 2005). According to Luthans (2010) it can be seen that positive psychology is concerned with the factors that contribute to positive experiences within individuals, and thereby an increased quality of life. Essentially, fostering and acting on positive experiences to increase the quality of life as well as attaining meaning marks a new found interest by positive psychology to simply understand what makes life worth living (Seligman & Csikszentmihalyi, 2000). Therefore, positive psychology would be able to elicit more organisational citizenship behaviour since flourishing allows positive behaviours to be elicited amongst teachers.

2.3. Psychological Capital

Psychological Capital was developed by Fred Luthans (Luthans, Youssef, & Avolio, 2008). Psychological capital has been shown to provide additive value to more established measures of employee's positive behaviour, such as organisational citizenship (Peterson & Luthans, 2003) as well as demographic and more traditional differences within constructs which include core self-evaluation, personality traits, person organisation and person-job fit (Avey, Luthans, & Jensen, 2009). Psychological capital can be defined as an individual's positive psychological state of their development that can be characterised by having self efficacy or the confidence at succeeding at a task, having hope to persevere, having a positive attribution or optimism about future success and lastly, having resilience in the face of adversity to succeed (Luthans et al., 2008). Evidently the core constructs of psychological capital are self-efficacy, optimism, hope and resilience (Luthans et al., 2008).

According to Luthans et al. (2008) psychological capital is the catalyst to various positive organisational outcomes which include increased work performance, job satisfaction, organisational commitment, decrease in stress and turnover, reduced absenteeism, subjective well-being and increased organisational citizenship behaviour to name but a few. Psychological capital along with the widely recognised concepts of its human and social capital can result in increasing future development within institutions such schools thereby having positive experiences that can be expected amongst the teachers (Luthans et al., 2008). Psychological capital transcends above and beyond human capital ('what you know') as well as social capital ('who you know') since it can be directly affiliated with 'who you are' and more essentially 'who you are becoming' (Luthans et al., 2008). In essence, developing one's actual self to become the possible self will occur (Luthans et al., 2008).

Self-efficacy can be defined as the individual's belief about the ability to mobilise their motivation, cognitive resources and courses of action that is required to successfully execute tasks within that context (Stajkovic & Luthans, 1998). Self-efficacy can therefore relate to teachers which accounts for how well they believe they can accomplish tasks that they set out in an effective manner which can be further developed by approaches such as mastery of experiences, modelling, social persuasion and psychological or physiological arousal (Stajkovic & Luthans, 1998).

Optimism can be defined as being realistic and flexible because it allows an individual to be positive in the situation they are faced with and to adapt to it (Luthans et al., 2008; Schneider, 2011). Optimism in context can be viewed as a person who attributes positive events to personal, permanent courses (Seligman & Csikszentmihalyi, 2000). Methods to increase optimism includes leniency for the past, appreciation for the present and opportunity seeing for the future (Schneider, 2011) which can assist teachers in attaining an optimistic and positive outlook. According to Seligman and Csikszentmihalyi (2000) it can be suggested that optimists interpret negative events as being only temporary. Research has been linked to optimism as well as various positive workplace outcomes such as performance, job satisfaction, work happiness and organisational commitment (Luthans & Youssef, 2007).

Hope is defined as "a positive motivational state that is based on an interactively derived sense of successful (1) agency (goal-directed energy) and (2) pathways (planning to meet goals)" (Snyder, Irving, & Anderson, 1991, p. 287). Hope therefore consists of "willpower" and "waypower" thinking (Snyder et al., 1991). Willpower is a person's agency or determination to achieve their goals whereas "waypower" thinking is the individual's ability to devise alternative pathways and contingency plans to achieve a goal in the face of

obstacles (Snyder et al., 1991). When an individual is experiencing difficulty reaching their objectives, high levels of agency can be beneficial in overcoming these challenges which could prove to be helpful amongst the teachers in their working environment (Snyder et al., 1991). These researchers suggest that in these instances, individuals' with high hope are better able to progress on to other pathways leading towards goal achievement.

Resilience, according to Luthans et al. (2008) can be defined as having the capacity to rebound from adversity or failure and can be deemed as one of the most important resources to have in a workplace. Research conducted by Tugade and Fredrickson (2004) indicates that people who are resilient are better equipped to deal with constantly changing workplace environments so this can relate to teachers because they need to be open to new experiences, flexible to changing demands and display more emotional stability when faced with adversity. Previously, high levels of resilience within people was believed to be a scarce trait but as time progressed, there was evidence that resilience can be elicited profoundly as an ordinary, normative human resource which contributes immensely in promoting competence and human capital amongst individuals such as teachers as well as in society (Luthans et al., 2008). According to Tugade and Fredrickson (2004) three common profiles of those who possess high levels of resiliency and how they can easily be recognised include a staunch acceptance of reality, a deep belief accompanied by strongly held values that life is meaningful and lastly, the imperative ability to improvise or adapt to significant change.

Internationally, a study was conducted by Cheung and Tang (2011) in China to measure psychological capital amongst teachers. The results indicated that teachers who attain psychological capital will be able to elicit more positive emotions. Research conducted by Herbert (2011) in Stellenbosch, South Africa found high levels of hope, optimism, self-efficacy and resilience to be associated with low levels of any negative emotions hence

psychological capital could enhance higher levels of positive emotions such as subjective wellbeing (Herbert, 2011).

If teachers are able to see the positive side of circumstances and situations, then they can move forward and not encounter setbacks that can negatively affect the outcomes of their students and themselves (Vaznoniene & Vaznonis, 2011).

The relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour is a very important one because previous research has shown that lower levels of psychological capital result in lower levels of subjective wellbeing and vice versa (Yazdani, 2011). Increased levels of organisational citizenship behaviour and organisational virtuousness will increase the levels of psychological capital because they are all positive emotions and concepts (Luthans et al., 2008). The relationship between psychological capital and subjective wellbeing is that it is a positive relationship because when one construct develops, then so does the other therefore this will benefit teachers and reward them by becoming more holistic from this link (Tay & Diener, 2011).

2.4. Subjective Wellbeing

The terms subjective wellbeing and happiness are used interchangeably (Luhmann & Hoffman, 2011) but for the purpose of this research, the term subjective wellbeing is utilised. Subjective wellbeing works effectively with psychological capital amongst individuals as well, because it includes an individual's pleasant and unpleasant moods as well as emotions (Ozmete, 2011). Subjective wellbeing was developed by Ed Diener (1984). Subjective wellbeing is people's subjective evaluations of their lives and can include concepts such as life satisfaction, pleasant emotions, feelings of fulfilment, satisfaction and low levels of unpleasant emotions (Ozmete, 2011). Subjective wellbeing also has positive characteristics so

it can be situated within the positive psychology paradigm (Seligman & Csikszentmihalyi, 2000). Subjective wellbeing relates to the manner in which individuals think about their lives (Diener, 1984).

This broad concept can be divided into two components (Luhmann & Hoffman, 2011) which are affective wellbeing and cognitive wellbeing. Affective wellbeing refers to the presence of pleasant affect such as happiness and the absence of unpleasant affect such as depressed moods (Luhmann & Hoffman, 2011). Affective wellbeing can relate to the teachers because the more pleasant feelings they have and the less unpleasant feelings they have can result in maximum subjective wellbeing (Luhmann & Hoffman, 2011). Cognitive wellbeing refers to the cognitive evaluation of life in general such as global life satisfaction as well as specific life domains such as job satisfaction or even marital satisfaction (Diener, 1984; Tay & Diener, 2011).

Historically, the concept of subjective wellbeing and its application were being transformed and different stages of social development portrayed different characteristics of wellbeing of a person and the society that they function in (Vaznoniene & Vaznonis, 2011). Presently, subjective wellbeing does not only reflect external conditions under which people live and attain physical resources but the internal conditions such as feelings, spirituality, values and life priorities are now also being accounted for (Vaznoniene & Vaznonis, 2011). Subjective wellbeing also contains more depth and evaluates one's complete state of life, and not just the emotions that a person can experience (Luhmann & Hoffman, 2011). These authors indicated that it is not only the absence of negative emotions that is considered, instead the individual's entire life and environment that they find themselves in is also taken in to account hence there is more depth found in this.

A study was conducted by Cenkseven–Onder and Sari (2009) to determine how subjective wellbeing amongst teachers can be predicted by their perception about the quality of school life. The results indicated that quality of school life does have significant impact on the level of subjective wellbeing amongst teachers. Another study was conducted by Trudgen and Lawn (2011) to determine subjective wellbeing amongst teachers within their school environment with regard to their pupils as well. The result indicated that as subjective wellbeing increases amongst teachers, there are more positive results such as greater social and emotional wellbeing and less anxiety or depression. This research study aims to fill the research gap because we need to have an idea of how our teachers function with the presence or absence of subjective wellbeing so we can have results to base possible interventions on.

The components of subjective wellbeing relates to teachers because if they have satisfaction cognitively within these domains then there is more likelihood that they also achieve optimum subjective wellbeing which is a positive outcome especially in their environment (Luhmann & Hoffman, 2011).

According to Luthans et al. (2008) psychological capital and subjective wellbeing share a very important link and this being holistically integrated can assist in attaining subjective wellbeing which ensures being satisfied with one's current state of life (Diener, 1984). It can be achieved once more research is conducted on psychological capital and subjective wellbeing interacting together. The relationship between organisational citizenship behaviour, organisational virtuousness as well as subjective wellbeing is also vital because if teachers can benefit from this relationship and develop these characteristics they will be more motivated to perform better hence all parties shall benefit in the long term which is highly important and valuable for today's rapidly changing environment, people and world as a whole (Koys, 2001). The relationship between subjective wellbeing and organisational

virtuousness is one in which the positivism elicited from subjective wellbeing can enhance the organisational virtuousness that is demonstrated by the teachers (Koys, 2001).

2.5. Organisational Virtuousness

Organisational virtuousness was first developed and referred to in literature by Cameron, Bright and Caza (2004). Organisational virtuousness can be defined as the pursuit of the highest form that the human condition can reach or attain (Rego, Ribeiro, & Cunha, 2010). Organisational virtuousness refers to organisational contexts such a schools where virtues such as humanity, integrity, forgiveness and trust are practiced at both individual and collective levels (Rego et al., 2010). These virtues focus on strength or excellence and are actions which produce both social and personal good, therefore once organisational virtuousness increases then so does the positivism within the contexts that it is practiced in such as the schools in which the teachers work in (Rego et al., 2010). Organisational virtuousness is categorised across six levels such as wisdom, courage, humanity, justice, temperance and transcendence which allowed a 5-factor model comprising of organisational optimism, forgiveness, trust, compassion and integrity to be developed by Cameron, Bright and Caza in 2004.

Organisational optimism means that the organisational members develop a belief that they will succeed in doing well if faced with challenges (Ugwu, 2012). Organisational forgiveness means that the mistakes which are committed within that organisation, such as the school are quickly forgiven and are then utilised as opportunities for learning in contexts that are characterised by high standards of performance (Ugwu, 2012). Organisational trust indicates that courtesy, consideration and respect govern the organisation and the people trust each other as well as their leaders. Organisational compassion means that people care about each other and acts of compassion or concern are common (Rego et al., 2010). Organisational

integrity displays acts of honesty, trustworthiness and honour which filter through the organisation (Rego et al., 2010). The organisational members such as the teachers will learn to absorb misfortune, recover from trauma and maintain momentum when exposed to virtuousness, hence eliminating the problems that can arise (Ugwu, 2012). Observing virtuousness creates attachment and attraction towards the virtuous people within the organisation therefore making members feel as if they should contribute to these acts and increase the levels of organisational virtuousness that is experienced (Rego et al., 2010).

The states of virtuousness are uniquely human and adequately represent conditions of flourishing, ennoblement and vitality of the human form (Cameron, Bright, & Caza, 2004). Virtuousness has been largely connected with a meaningful life purpose, ennoblement of individuals, personal flourishing and that which leads to health, happiness, transcendent meaning and resilience in suffering (Cameron et al., 2004). Organisational virtuousness produces willpower and stamina in the event of challenges and is internalised with moral rules that resonate social harmony, good citizenship, acts of reciprocity and stability which could prove to be beneficial amongst teachers (Cameron et al., 2004). Organisational virtuousness also means that the organisation enables and supports virtuous activities of its members in order to elevate the forms of behaviour that they display (Cameron et al., 2004). Organisational virtuousness is the inclusion of the individual's actions, collective activities, cultural attributes or processes that enable dissemination and perpetuation of virtuousness within the organisation therefore the three key attributes which are associated to virtuousness is moral goodness, human impact and social betterment (Cameron et al., 2004). Moral goodness represents what is good, right and worthy of cultivation whereas human impact refers to individual flourishing and moral character that is associated to human strength, self-control and resilience with meaningful purpose and principles that are transcendent (Cameron et al., 2004). These researchers suggest that social betterment extends beyond self-interested

benefit and it creates social value whilst producing benefit to others regardless of reciprocity or reward.

According to Caza, Barker and Cameron (2004) organisational virtuousness can serve as the fixed referent in times of change or as the ethos that guides action when all else is ambiguous and vague. Virtuousness is related to positive outcomes and not just the absence of negative outcomes, it produces positive energy in systems, enables growth and vitality in people as well as increase the probability of extraordinary performance (Caza et al., 2004). Organisational virtuousness has both amplifying effects and buffering effects whereby the amplifying effect is the self perpetuating nature of virtuousness so when people observe virtuous acts, they are inspired by it and tend to reproduce it (Caza et al., 2004). Thus, the amplifying effect spreads and expands whilst becoming part of the structure and culture of the organisation. At the individual level, employee's become more physically and mentally healthy, therefore becoming more creative, making better decisions and increasing their organisational behaviour (Ugwu, 2012). At the interpersonal level, affiliative feelings lead to the formation of social capital and at the organisational level, individuals produce positive emotionality, meaningfulness and mutual reinforcement within the organisation (Bakker & Derks, 2009).

Within organisational virtuousness, the buffering effect occurs simultaneously at both the individual and interpersonal levels because it buffers against illness and dysfunction whilst also preventing depression, anxiety, addiction and personal trauma (Bakker & Derks, 2009). This relates to this research study because at both levels, teachers will be able to buffer any negative effect which allows them to function at their optimum level in their work environment. At the organisational level, virtuousness contributes towards speed and effectiveness of recovery from setbacks because it increases collective efficacy, purposefulness, vision and prosocial activity hence individuals will then be able to respond

adaptively to unanticipated and potentially damaging situations by having increased co-ordination with each other in the organisation (Bakker & Derks, 2009).

In this manner, organisational virtuousness effectively works in conjunction with psychological capital, subjective wellbeing and organisational citizenship behaviour. Organisational virtuousness can predict organisational citizenship behaviour through the mediating role of subjective wellbeing but all this is still a gap in research because it lacks in the amount of literature that is available on these concepts being studied in conjunction to each other (Rego et al., 2010). Organisational virtuousness buffers negative contexts by increasing the levels of self-efficacy and resiliency which can be related to psychological capital as well (Bakker & Derks, 2009).

A study conducted by Ugwu (2012) to determine how organisational virtuousness can affect positive organisational behaviours resulted in a positive relationship being shown. Despite the lack of empirical studies conducted on this construct both internationally and within South Africa, researchers have tried to relate virtuousness with some positive job behaviours such as organisational citizenship behaviours, subjective wellbeing and even psychological capital. Hence, overall organisational virtuousness increases positive attitudes and behaviours as well (Rego et al., 2010). When employee's such as teachers, witness virtuous behaviours they experience a sense of positive emotions therefore ensuring they replicate those virtuous acts and foster social capital, therefore these positive emotions can possibly increase their levels of psychological capital, subjective wellbeing and organisational citizenship behaviour as well (Rego et al., 2010).

2.6. Organisational Citizenship Behaviour

Organisational behaviour, also known as Positive Organisational Behaviour is focused in "the study and application of positively orientated human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace" (Luthans & Youssef, 2007). Organisational behaviour is also known as Organisational Citizenship Behaviour which refers to the extent that people comply with their organisational expectations (Koys, 2001). This can imply that employee's attain a level of their individual autonomy within their jobs in order to make choices between several types of behavioural alternatives that are not recognised by the formal reward system in terms of remuneration (Luthans & Youssef, 2007). Focus is also placed on the extent to which employees are willing to mobilise their resources and capabilities in order to obtain the goals that are linked to their tasks and there are motivational repercussions to the appraisal of these specified tasks (Koys, 2001). Overt behaviours are indicated amongst employee's as well as covert behaviours such as cognitive, energetic and affective processes that assist in regulating the individual's overall behaviour (Koys, 2001).

Organisational behaviour can be further categorised into 4 models, such as the autocratic model, the carrying model, the supportive model, and the collegial model (Davis, 1985; Scandura & Lankau, 1998; Lester, Kickul, & Bergmann, 2006; Rousseau & Greller, 2006). The autocratic model suggests that the manager dominates whilst employees are dependant on their manager's actions (Davis, 1985; Scandura & Lankau, 1998; Lester et al., 2006; Rousseau & Greller, 2006). The carrying model focuses on social and psychological security and the employees are dependent on the economic situation of their organisation (Davis, 1985; Scandura & Lankau, 1998; Lester et al., 2006; Rousseau & Greller, 2006). The supportive model is emphasised on employees who are involved in various solutions within the organisation and feel recognised, awarded and gain increased levels of motivation (Davis,

1985; Scandura & Lankau, 1998; Lester et al., 2006; Rousseau & Greller, 2006). The collegial model indicates partnership among employees in which group work is dominant with high levels of self-realisation and motivation among the employees (Davis, 1985; Scandura & Lankau, 1998; Lester et al., 2006; Rousseau & Greller, 2006). These models assist in holistically developing an organisation (Kontoghiorghes, Awbre, & Feurig, 2005; Wang & Wang, 2006; Yoon, Song, & Lim, 2009).

Transition from the autocratic model towards a collegial model within the organisation would indicate visible actions within the development of organisational behaviour (Kontoghiorghes et al., 2005; Wang & Wang, 2006; Yoon et al., 2009). Organisational Citizenship Behaviour can also occur when people identify and commit themselves to the group where they are more likely to accept the norms and values of that group, and eventually comply with the rules (Salancik & Pfeffer, 1977). These behaviours were evidently presented in the studies conducted by D'Amato and Zilstra in 2008 on organisational behaviour to promote efficiency and effective functioning, such as the school environment in which this study is focused upon.

There are a few extrinsic motivators to engage in behaviour that reaches beyond the teacher's roles as stipulated in their contracts, therefore such behaviour can provide the organisation with extra resources to assist the organisation in developing itself (Christ, van Dick, Wagner, & Stellmacher, 2003). Organisational citizenship behaviour is vital to facilitate the accomplishment of organisational goals and increased performance (Christ et al., 2003). Research shows that individuals who feel emotionally attached to their organisation display increased organisational citizenship behaviour (Christ et al., 2003).

A research study conducted by Mogotsi (2011) on a group of teachers in Botswana indicated that organisational citizenship behaviour was vital because it assists in promoting job satisfaction and organisational commitment, therefore these behaviours benefit both the employee, such as the teacher as well as the employer and school as a whole (Mogotsi, 2011). Organisational citizenship behaviour is important in the service industry such as teaching because when positive behaviours are promoted, citizenship increases amongst the teachers (Tsai & Wu, 2010). The three types of positive employee behaviour that is required from the teachers are civic virtues for employees to participate in organisational political life, sportsmanship which shows that employee's won't complain but will contribute their positive attitudes instead and lastly, show courtesy which means that they will treat others with respect at all times (Tsai & Wu, 2010). There are two types of organisational citizenship behaviour such as altruism which contains of a set of helpful behaviours aimed directly at specific persons whilst the other is conscientiousness which is impersonal and is activities that are performed for the sake of the system and not specific persons (Tsai & Wu, 2010).

Organisational citizenship behaviour is also related to organisational justice which is the fair and just practices within an organisation such as the school (Wan, 2011). Employee's such as the teachers within a school who possess organisational citizenship behaviour can benefit their organisation because they assist in decreasing the level of turnover that is experienced due to increased efficacy and performance (Singh & Singh, 2008). Organisational citizenship behaviour enhances positive characteristics such as meaning within the work context as well as emphasises loyalty to the organisation making it an attractive place to work in (Maharaj & Schlechter, 2007). Organisational citizenship behaviour in the future could possibly contribute generously to disciplines such as academia, education and teaching if a more rational approach were to be adopted (Hosie & Smith, 2009).

Organisational behaviour can therefore be related to psychological capital, subjective wellbeing and organisational virtuousness because an employee's organisational behaviour also stems from the organisational environment that they work in, emotions they experience and the manner in which they perceive and interpret it (Brown & Leigh, 1996). As environments continuously change, so will the employees behaviours which will allow them to adapt to the new environments, goals, values, rules and tasks (D'Amato & Zilstra, 2008). The relationship between organisational citizenship behaviour and psychological capital can be fostered since positive organisational behaviours could elicit more psychological capital amongst the teachers (Brown & Leigh, 1996).

The next section will discuss the theoretical frameworks used to situate the research study in. The theoretical frameworks selected for this study are the Broaden and Build Theory of Positive Emotions as well as the Self-Determination Theory.

2.7. Theoretical Framework

The two theoretical frameworks in which this research was situated in is firstly the Broaden-And-Build Theory of Positive Emotions which was developed by Barbara Fredrickson in 1998 (Fredrickson, 2001). Secondly, this research study also makes use of the Self-Determination Theory which was developed by Edward Deci and Richard Ryan in 1985 (Gagne & Deci, 2005).

The Broaden-And-Build Theory of Positive Emotions suggests that positive emotions can improve emotional wellbeing (Nickerson, 2007). The Broaden-And-Build Theory of Positive Emotions also goes on to state that certain positive emotions such as joy, interest,

contentment, pride and love can also share the ability to broaden individual's thought-action traits as well as building their personal resources as well as social and psychological resources (Fredrickson, 2001). Cognition and action repertoires are also sufficiently broadened whilst positive emotions also have a complimentary effect such as joy, creating the urge to play and pushing the limit (Fredrickson, 2004). Interest is also a positive emotion which invokes the need to explore, absorb new information and experiences as well as expand one's self-efficacy (Nickerson, 2007). Contentment involves savouring current life circumstances and then integrating the very same circumstances into new views of the self and the world respectively (Nickerson, 2007). Love then incorporates joy, interest and contentment that are experienced in safe relationships which represent positive emotions that can broaden the modes of the way a person thinks and behaves (Fredrickson, 2004).

The Broaden-And-Build Theory of Positive Emotions consists of concepts that can relate to psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers. Psychological capital consists of hope, optimism, resilience and self-efficacy which are positive emotions (Luthans et al., 2008). These dimensions can be broadened and built upon so teachers can develop more psychological as well as social resources (Fredrickson, 2001). Subjective wellbeing is also a positive emotion that is comprised of cognitive and affective wellbeing so when it is broadened and built upon amongst teachers, then more joy, interest, happiness and contentment is likely to be experienced (Fredrickson, 2004). Their cognitive and action repertoires can be further maximised in conjunction with their increased psychological capital and subjective wellbeing so this will increase the teacher's overall wellbeing and mental health in their respective teaching environments (Nickerson, 2007).

 Organisational citizenship behaviour is focused in the study and application of positively orientated human resource strengths and psychological capacities that can be measured,

developed and managed for performance improvement in the workplace (Koys, 2001). This type of improvement amongst teachers can be positive and when built or broadened upon, it can enhance positive emotions and behaviours (Koys, 2001). Organisational virtuousness refers to the organisational settings where virtues such as humanity, integrity, forgiveness and trust are practiced. These virtues can be actively broadened and built upon amongst the teachers, thereby eliciting positive virtues within themselves.

Current empirical research findings of the Broaden-And-Build Theory of Positive Emotions suggest that positive emotions broaden the scope of attention, cognition and action whilst building physical, intellectual and social resources (Fredrickson, 2004). Positive emotions broaden thought-action repertoires that suggest people who experience positive affect or emotion show patterns of thought that can be deemed unusual, flexible, creative, integrative, open to information and are efficient (Fredrickson, 2004). People who experience positive affect prove to have increased preference for variety and evidently accept a broader range of behavioural options hence these positive emotions fuel psychological resilience which is a part of psychological capital (Fredrickson, 2004). People can improve their psychological wellbeing and even physical health by using positive emotions to eradicate negative emotions and that is the reason why resilient people are known to recover rapidly from stressful experiences and events in an efficient manner (Nickerson, 2007). With an overall balance of people's positive and negative emotions, it can hence predict subjective wellbeing (Fredrickson, 2001).

Teachers, whether they are male or female, tend to face some similar taxing situations within their schooling and educational environment in South Africa (Tabassum & Ali, 2012). This experience over time can hamper their ability to function and conduct their required duties because without positive emotions being able to influence action and cognition, the daily task becomes a burden (Vaznoniene & Vaznonis, 2011). This can impact negatively on their

wellbeing especially if physical, intellectual, personal, social and psychological resources are being diminished by not allowing them to flourish in some way (Vaznoniene & Vaznonis, 2011). These resources are important and need to be continually protected and built upon. If this does not occur then the person can experience negative emotions which should ultimately be avoided (Tabassum & Ali, 2012). More research should be conducted in the South African context due to the diversity of its people and environment because international studies will not always necessarily portray reliable and valid views. Factors such as race, age, gender, unemployment, crime, politics and poverty in our South African context also needs to be accounted for because these factors can influence the presence of positive emotion in teachers if it is addressed in a sensitive manner in relation to the environment in which it will be most prevalent and its relation to teachers (Tabassum & Ali, 2012).

The Broaden-And-Build Theory of Positive Emotions (Fredrickson, 2004) incorporates positive emotions therefore it can relate to the research topic and research study because of the relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour since all of these constructs relate to positive emotions. If these concepts are situated within the respective theory and are inter related, then there is a possible chance of positive emotions being experienced amongst the teachers which could be quiet high.

The Broaden-And-Build Theory of Positive Emotions (Fredrickson, 2004) when related to this study can be incorporated to broaden and expand on the thought-action traits of psychological capital (Luthans et al., 2008). These psychological resources such as hope, optimism, resilience and self-efficacy which are components of psychological capital help deal with circumstances by increasing psychological wellbeing (Luthans et al., 2008). Subjective wellbeing contains positive emotions which can be built on therefore there is an increase in pleasant moods (Diener, 1984) and teachers can be satisfied with their current life

situation due to an increase in cognitive wellbeing. There is an increased survival due to positive emotions being increased therefore psychological adaptations increase survival (Fredrickson & Losada, 2005). Negative emotions narrow people's behavioural urges towards specific actions whereas positive emotions widen the array of thought and actions resulting in the generation of flexible behaviours (Fredrickson & Losada, 2005).

Psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers can be greatly situated within that process since they are positive emotions as well (Fredrickson & Losada, 2005). According to these researchers, lab experiments support this claim because positive emotions induce more repertoires within the individual hence broadening their mindset and creating a long term adaptive value. Broadening and building on one's positive emotions elicit enduring personal resources such as psychological capital and subjective wellbeing allowing for social connections and coping strategies within environmental situations (Fredrickson & Losada, 2005). These researchers state that over time, individuals such as the teachers can build accurate cognitive maps of their environment and generate more knowledge therefore lasting personal resources allow them to flourish in their mental health and psychological capital. Resilience to adversity and flexibility creates positive, optimistic, hopeful and resilient individuals therefore this will allow the teachers to eventually build and broaden their information processing strategy, especially within the school environment (Fredrickson & Losada, 2005).

The Self-Determination Theory is focused on self motivated behaviour which enhances the individual's sense of autonomy, competence, self-determination and making independent choices (Gagne & Deci, 2005). This is relevant to teachers because each day poses new challenges and events that need to be handled cautiously to maintain a peaceful schooling environment for both teachers as well as the pupils. Self-Determination shows its relevance towards organisational citizenship behaviour because it is based on work motivation and

organisational behaviour strives towards outcomes of positive behaviour in the workplace (Gagne & Deci, 2005). Therefore, there needs to be a distinction between autonomous motivation and controlled motivation whereby autonomy refers to acting with a sense of volition and having a choice on one's own free will (Gagne & Deci, 2005). This can relate to organisational citizenship behaviour because one can choose the type of behaviour that they display in the organisation.

The teachers can therefore feel a sense of meaning and ownership attached to their work thereby increasing positive emotions, wellbeing and quality of work (Herbert, 2011). This in turn can enhance subjective wellbeing and psychological capital because positive behaviours lead to positive emotions therefore the organisational virtuousness can be strengthened as well (Herbert, 2011). This will make the teachers more inclined to produce a better standard of work and increase their psychological capacities by adopting a more self-determined approach (Herbert, 2011). Hence, autonomous motivation is created independently whereas controlled motivation is created due to pressures and demands being made onto an individual without them having a choice in the matter (Herbert, 2011).

Intrinsic motivation is an example of autonomous motivation because the individual such as the teachers in this study can actively engage in behaviours and tasks on their own free will because they enjoy it, find the task interesting and feel a sense of benefit from it (Blaauw & Pretorius, 2012). The task is not engaged in because they were obligated or pressured. Extrinsic motivation is behaviours that are engaged in so that rewards can be earned therefore when autonomy is linked to these motivations, it would be about advocating one's actions at the highest level of reflection (Blaauw & Pretorius, 2012). Controlled motivation is acting in a manner caused by being pressured so those activities are not intrinsically interesting to the individual and will require extrinsic motivation so implicit approval or tangible rewards will be expected by the individual (Blaauw & Pretorius, 2012).

Within Self-Determination Theory, motivated behaviour is known to be externally regulated meaning that it is maintained by what is external to the individual such as the teacher (Munene, Mulira, & Kasekende, 2008). The more that a behaviour is internalised, the more autonomous it will be (Munene et al., 2008). According to these researchers, internalisation refers to the individual being able to absorb values, attitudes or regulatory structures because in schools the teachers internalise the code of conduct, mission and culture that is displayed. According to Self-Determination Theory, internalisation refers to three different processes such as introjection, identification and integration (Munene et al., 2008). Introjection is when a regulation has been adopted by an individual but is not accepted as their own and this regulation controls the person and their behaviours because they feel pressured (Munene et al., 2008). Identified regulation is when people have greater freedom and volition because their behaviour is more congruent with their own personal goals and identities which reflect parts of themselves (Munene et al., 2008). According to these researchers, integration is when the person has a sense of belief that the behaviour is integral to whom they are and that it is part of their innate self because the behaviour is self-determined. Hence, this theory with its relations to autonomous motivation promotes volunteering and prosocial behaviours which can predict organisational citizenship behaviour (Gagne & Deci, 2005).

Pertinent to Self-Determination Theory, internal motivations occur when people have attained their basic psychological needs which have been met (Ciani, Sheldon, Hilpert, & Easter, 2011). This means that the individual feels autonomous, competent and related within their life hence experiencing satisfaction with the activities they participate in and behaviours that they display (Ciani et al., 2011). According to these researchers, when teachers enter the school context and their needs are met, then they are more inclined to fully engage with the challenges posed to them and elicit positive behavioural traits in their environment where citizenship is acquired as well. Self-Determination Theory proves to be enlightening with the

educational structures in society because it translates well into eliciting the best outcomes within the school environment (Noels, Pelletier, & Vallerand, 2000). People are also perceived to be most autonomous when their behaviours and actions are in sync with their own authentic interests, integrated values and desires (Chirkov, Kim, Ryan, & Kaplan, 2003). They have a self-determined sense of initiative, innovativeness, sense of independence and their internal motivation which allows them to be so (Chirkov et al., 2003).

The teacher's positive behaviour elicits positive learning outcomes amongst the students because intrinsic motivation within the teacher's to teach better will allow the students a chance to perform better (Noels, Clement, & Pelletier, 1999). The extrinsic motivation would be that the students will have better results and teachers can feel rewarded by this (Noels et al., 1999). Self-Determination Theory is also related to personality development and self-motivated behavioural change because people have an innate organic tendency towards growth, integration of the self and resolution of psychological inconsistency (Markland, Ryan, Tobin, & Rollnick, 2005). Therefore, a supportive environment enhances the quality of relationships experienced among people such as the teachers which in turn increase levels of psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour (Markland et al., 2005).

2.8. Summary

The constructs such as psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour were conceptualised in this chapter. Studies that were undertaken by other researchers and possible relationships between these constructs were also explored. The theoretical frameworks are the Broaden and Build Theory of Positive Emotion and the Self-Determination Theory which were discussed.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

This chapter provides an overview of the methodology that was used in this research study. It focuses on the research design, sampling techniques, data collection method, procedure, measuring instruments, data analysis and ethical considerations.

3.2. Research Design

The quantitative research design was chosen for this study because it was able to elicit the statistical nature of results that were needed to conduct the study on psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers.

This quantitative design was also time efficient because it coincided with the three week time frame of data collection and was cost effective because it limited the amount spent in the budget (Neuman, 1997). The study was conducted using a cross-sectional design which was a design in which subjects were only assessed at a single time in their lives by the researcher and the researcher did not go back hence the advantages of the cross-sectional design are that it was cost effective and time efficient (Mendenhall, Beaver, & Beaver, 2009). These advantages therefore related to the researcher because they faced time and budget constraints.

3.3. Sampling

Non-probability sampling was used in the research study. Non-probability sampling means that the researcher doesn't know the probability of any specific member within the population that could be chosen (Beins, 2009). According to this author, advantages of non-probability sampling are that it is cost-effective and convenient to use which is beneficial to the

researcher. Convenience sampling technique was used in this research study. The convenience sampling technique was used because the researcher selected participants that were easily accessible, therefore the advantages of this technique are that it is not costly and it is time efficient (Pittenger, 2003).

The sample that was used for the purpose of this research study was school teachers from both primary and secondary schools. For this study, 110 teachers were selected from four schools in the Durban, KZN region. The reason for selecting 110 teachers to participate in this research study was that the results of the study would be able to be generalised, be valid and reliable. This was a convenient sample of teachers that was available for the researcher to have access to in a short space of time for them to be a part of this study.

3.4. Participants

The researcher began contacting schools telephonically in the Durban, Kwazulu Natal area to enquire if the schools would be interested in participating in the study. The study sample consisted of teachers from 4 schools in the Durban, Kwazulu Natal region as only 4 schools were willing to participate. The schools that were included in the study were from the following areas: Berea, Mayville and 2 schools from Newlands. The study sample consisted of 110 teachers (n=110) from the 4 schools with all the questionnaires being completed. The sample was predominantly female (80 %). Most of the participants were in the 36 and above age group. The teachers were all educationally qualified with the majority having a degree in teaching (47.3%). Most of the sample had been working in their organisations for over 10 years. The characteristics of the participants can be found in Table 1. Thus, teachers were selected for this study since they incorporated diverse characteristics that were beneficial to the study.

Table 1

Characteristics of Participants

	Frequency	N	Percentage
Gender			
Male	22	110	20
Female	88	110	80
Age			
20-25 years	5	110	4.5
26-30 years	18	110	16.4
31-35 years	15	110	13.6
36+ years	72	110	65.5
Race			
Indian	77	110	70
Black	20	110	18.2
White	11	110	10
Coloured	2	110	1.8
Language			
English	94	110	85.5
Zulu	14	110	12.7
Xhosa	2	110	1.8
Qualification			
Diploma	28	110	25.5
Degree	52	110	47.3
Honours	25	110	22.7
Masters	4	110	3.6
PhD	1	110	0.9
Tenure			
1-2 years	10	110	9.1
3-4 years	14	110	12.7
5-6 years	12	110	10.9
7-8 years	10	110	9.1
9-10 years	12	110	10.9
10+ years	52	110	47.3

Table 1 as indicated above, displays the demographic information from the participants of this study which include gender, age, race, language, qualifications and tenure.

3.5. Data Collection

The survey design was used in this study. The purpose of survey design was that it provided a method for asking people to give information about themselves so unobservable, specific data could be generated (Cozby, 2004). A questionnaire was used to collect data from a sample of

that population and estimate their characteristics through the systematic use of statistical methodology (Cozby, 2004). The advantages was that future behaviour could be predicted based on the assumptions of past behaviour, it was time and cost effective, anonymity was maintained and specific information such as beliefs, values and attitudes could be elicited (Cozby, 2004). The study was conducted using participants from four schools. The nature of the four schools was that three of them were public schools whilst one of them was an ex Model-C school. This ex Model-C school would be more likely to have better resources and infrastructure so results may be influenced by this.

3.6. Procedure

The study was conducted using participants from four schools. The following procedure was applied to all four schools. The duration of data collection took place over a period of three weeks. The researcher telephonically contacted the school secretary by phoning the school to make an appointment to gain permission. The principal then granted permission to the secretary to allow the researcher to come to the school. The researcher then discussed the details of the study and procedure with the principal then permission was obtained to discuss the amount of time needed and the sample that was used.

The researcher gained a written letter of permission from the school's principal. This then allowed the researcher to gain access to the sample and their information through the principal. The principal gave the details of participants to the researcher from the list of participants in the school. The researcher sent an E-mail to all the teachers inviting them to participate in the study and a meeting was set up once the participants agreed to participate. During the meeting the researcher gained direct physical contact with the participants. They were provided with informed consent forms, issues of anonymity and confidentiality were

discussed and the participants signed the informed consent forms when they decided to participate which indicated that they were ready to begin the study.

Dates were first confirmed with the principal and then with the participants to determine its suitability. Questionnaires were physically distributed to the participants by the researcher. The participants had three weeks in which to complete the questionnaires. The researcher reminded the participants to complete it through E-mail the day before it was due and also reminded them when the collection date was. The researcher informed the participants to place the completed questionnaires inside the collection box. The researcher collected it after three weeks from a box that the researcher had placed at the main reception area in the schools for participants to place their completed questionnaires in it once they completed it.

3.7. Measuring Instruments

Data was collected using six instruments which were the Biographical Questionnaire, Psychological Capital Questionnaire (PCQ), Satisfaction with Life Scale (SWLS), Orientation to Happiness Questionnaire (OTH), Perceptions of Organisational Virtuousness Questionnaire and the Organisational Citizenship Behaviour Questionnaire.

The Biographical Questionnaire was constructed by the researcher. The purpose of it was to collect data on the demographics of the participants through close-ended questions. The questions that were asked are related to the age, gender, race, tenure and qualifications of the participants.

Psychological capital was to be measured using the Psychological Capital Questionnaire which was developed by Luthans, Avolio, Avey and Norman (2007). The questionnaire consisted of 24 items on a 6 point Likert scale. Responses were measured according to 6 categories: 1= strongly agree, 2= disagree, 3= somewhat disagree, 4= somewhat agree, 5=

agree, 6= strongly agree. Examples of items on the PsyCap questionnaire include: "I feel confident analysing a long-term problem to find a solution" (self-efficacy), "If I should find myself in a jam at work, I could think of many ways to get out of it" (hope), "I can get through difficult times at work because I've experienced difficulty before" (resilience), and "I'm optimistic about what will happen to me in the future as it pertains to work" (optimism) (Luthans et al., 2007). The four dimensions of PsyCap; self-efficacy, hope, resilience and optimism are measured through six items each. Cheung, Tang and Tang (2003) found the Cronbach alpha score of each dimension of PsyCap to be 0.87; 0.82; 0.85 and 0.80 respectively. The overall Cronbach alpha of PsyCap was found to be 0.94 (Cheung, Tang, & Tang, 2003). A study conducted by Du Plessis and Barkhuizen (2012) in South Africa, found the reliability coefficients of the four subscales to be 0.86; 0.86; 0.77 and 0.81 respectively. These Cronbach alpha reliabilities indicate a high internal consistency between the items in the PCQ.

Subjective wellbeing was measured using the Satisfaction with Life Scale (SWLS) which was developed by Diener, Emmons, Larson and Griffin (1985). SWLS consists of 5 items on a 7 point Likert scale. Responses were measured according to 7 categories: 1= strongly agree, 2= agree, 3 = somewhat agree, 4 = undecided, 5= disagree somewhat, 6= disagree, 7= strongly disagree. An example of an item on the scale would be "I am satisfied with my life" (Diener, 1984). Research conducted by Cenkseven–Onder and Sari (2009) found the Cronbach coefficient to be 0.89. A study conducted by Maluka and Grieve (2003) in South Africa found the Cronbach alpha coefficient of the SWLS to be 0.77.

Subjective wellbeing was also measured using the Orientation to Happiness Scale which was developed by Peterson, Park and Seligman (2005). The scale consists of 18 items on a 5 point

Likert scale. Responses were measured according to 5 categories: 1= very much unlike me to 5= very much like me. The OHS assesses how strongly respondents endorse finding happiness through pleasure (Pleasure orientation; 6 items, e.g., "I love to do things that excite my senses"); engagement (Engagement orientation; 6 items, e.g., "I seek out situations that challenge my skills and abilities"); and meaning (Meaning orientation; 6 items, e.g., "My life serves a higher purpose") (Peterson et al., 2005). It has also been researched by (Peterson et al., 2005) that the scale has good structural validity and internal consistency (0.82 for Pleasure orientation; 0.72 for Engagement orientation; 0.82 for Meaning orientation). Consequently, the OHS is a statistically significant instrument as it is reliable and valid. The OHS has been used in research studies within the South African context, thus it is an applicable instrument to gather information on happiness among research participants in South Africa since the Cronbach alpha was found to be reliable and valid with a 0.79 coefficient overall (Ingelhart, 2006; Coetzee & Bergh, 2009).

Organisational Citizenship Behaviour was measured using the Organisational Citizenship Behaviour Questionnaire which was developed by Podsakoff, MacKenzie, Moorman and Fetter (1990) which consists of 32 items measured on a 7 point Likert scale. Responses were measured according to 7 categories: 1= does not apply to me to 7= applies very well to me. The Cronbach alpha score for each dimension of organisational citizenship behaviour was conscientiousness: 0.67; sportsmanship: 0.71; civic virtue: 0.67; courtesy: 0.76 and altruism at 0.71 (Lam, Hui, & Law, 1999). An example of an item from the scale would be "Help others who have a heavy work load" (Luthans & Youssef, 2007). The Cronbach coefficient as found by (Lam, Hui, & Law, 1999) was 0.85 overall. Research conducted in Stellenbosch, South Africa by Mahembe (2010) stated that the OCB scale has a reliable and valid Cronbach coefficient which was found to be 0.95 overall.

Organisational virtuousness is categorised across six levels such as wisdom, courage, humanity, justice, temperance and transcendence (Rego et al., 2010). A 5-factor model comprising of organisational optimism, forgiveness, trust, compassion and integrity was developed by Cameron, Bright and Caza in 2004 yet no studies were conducted on teachers as yet. They also developed an organisational virtuousness scale named Perceptions of Organisational Virtuousness which consists of these 5 items and is measured on a 6 point Likert scale (Rego et al., 2010). An example of an item from the scale would be "Acts of compassion are common here" (Caza et al., 2004). No studies have been conducted in South Africa but a study conducted in Uganda by Ugwu in 2012 to determine how organisational virtuousness can affect positive organisational behaviours resulted in its Cronbach alpha of 0.81 being obtained for that study. Nunnally and Bernstein (1994) state that reliability coefficients should always be 0.70 or higher to be considered acceptable.

3.8. Data Analysis

Data was then captured using the Statistical Package for the Social Sciences program (version 21.0) to carry out the statistical analysis (IBM SPSS Inc., 2012). First, the study made use of descriptive statistics used to describe the data. Descriptive statistics was used to identify maximum scores, minimum scores, standard deviation, mean, kurtosis and skewness (Mendenhall et al., 2009). The Cronbach alpha of each questionnaire was determined to ensure internal consistency.

The study then made use of inferential statistics which was used to make inferences or predictions about characteristics of populations from information contained in a sample drawn from this population (Mendenhall et al., 2009). The Pearson r correlation analysis was then used in this study to determine the relationship between the PsyCap, subjective

wellbeing, organisational virtuousness and organisational citizenship behaviour with the cut off point being 0.70 (Mendenhall et al., 2009).

Practical and statistically significant relationships were assessed. Practically significant relationships are whether the difference in means is large enough to be of value in a practical sense (Cohen, 1988). A statistically significant relationship is the unlikelihood that mean differences that is observed in the sample have occurred due to a sampling error but can still have statistical significance (Cohen, 1988). The practical and statistically significant relationships will be looked at according to the following three guidelines: 0.10= small effect, 0.30= medium effect and 0.50= large effect (Cohen, 1988). These guidelines allowed the researcher to compare statistically and practically significant relationships that are present between the variables depending on the effects that were produced (Buitendach & Field, 2012).

A practically significant relationship represented the educational value of the results whereby the practical use of a result can be enhanced by reporting its practical significance (Cohen, 1988). The most common way of assessing the practical significance of a result is through the use of effect sizes which represent the size of a difference or relationship (Cohen, 1988). The effect size also provided information about the theoretical or applied significance of the result, therefore effect size means the degree to which the phenomenon was present in the population, or the degree to which the null hypothesis is false so the larger this value is, the greater the degree to which the phenomenon under research was brought to the forefront (Cohen, 1988).

T-test was used in this study to compare scores between the male and female teachers. The T-test compared results and was used to hypothesise about two mean scores (Collings, 2011).

Multiple regressions was also utilised in the study that is a statistical technique which allows for the prediction of a score on one variable based on their score on another variable (Collings, 2011). It allows the researcher to examine how effectively one or more variables allow for the prediction of the value of another variable.

3.9. Ethical Considerations

Ethical issues such as anonymity and confidentiality were dealt with by providing participants with an informed consent form that they had signed. This ensured that participants' identities were not disclosed and that there was no identification of information from the participants or the organisation at any time throughout the study, either through academic presentations or publications. Participants as well as the participating organisation will only be referred to, in all presentations or publications, using pseudonyms. Participants were also informed that their participation was to be entirely voluntary and that they were free to withdraw from the study at any time that they felt uncomfortable, with no negative implications being placed upon them. Lastly, the ethical concerns regarding the data after the completion of the research study was dealt with accordingly by ensuring that all questionnaires were locked away in a file cabinet in the school of Applied Human Sciences Discipline of Psychology at UKZN for a period of five years. After this five year period, the questionnaires will be disposed of by shredding each questionnaire that participants completed.

3.10. Summary

The purpose of this chapter was to provide a detailed description of the research methods that were used to collect data for this research study. This chapter discussed the research design, sampling techniques, data collection method, procedure, measuring instruments, data analysis and ethical considerations.

CHAPTER 4

RESULTS

4.1. Introduction

This chapter presents the results that were obtained from the statistical analysis of the data gathered for the research. It contains the detailed statistics of the sample by the use of tables. This chapter provides the results of the descriptive statistics, Pearson r correlation, t-test, and multiple regression tests conducted on psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. The result of a Pearson correlation analysis is provided which indicates the statistical and practical significance of the relationships between the constructs. The reliability of all the scales used is examined, the relationships between the constructs are interpreted with the use of Pearson's correlation coefficients and prediction is examined with the use of multiple regression analysis.

4.2. Descriptive Statistics

The descriptive statistics and alpha coefficients for all measures (PsyCap questionnaire, SWB, OV, OCB and OTH) in the study are reported below in Table 2. It indicates the descriptive statistics such as the minimum scores, maximum scores, mean, standard deviation, skewness and kurtosis as well as the Cronbach alpha coefficients of all the respective scales. From the data depicted in Table 2, it can be seen that the scores on the scales are normally distributed. Further inspection of Table 2 indicates that the internal consistencies of all the variables and its subscales, with the exception of optimism and engagement are acceptable according to the 0.70 and above guideline set by (Nunnally and Bernstein, 1994). It is important to note that subjective wellbeing was computed with the

composite scores from the Satisfaction with Life Scale and the Orientation to Happiness Scale since both these scales were utilised to measure subjective wellbeing.

The Cronbach alpha coefficient for all the measuring instruments are considered to be acceptable compared to the guideline of $\alpha \geq 0.70$ (Nunnally & Berstein, 1994). The Cronbach alpha coefficient for Psychological Capital scale was ($\alpha \geq 0.70$; r = 0.94). The Cronbach alpha coefficient for optimism was lower than 0.70 (r = 0.57) but was still utilised for research purposes in this study. The Cronbach alpha coefficient for Satisfaction with Life scale was ($\alpha \geq 0.70$; r = 0.88). The Cronbach alpha coefficient for the Orientation to Happiness scale was ($\alpha \geq 0.70$; r = 0.89). The Cronbach alpha coefficient for the Organisational Virtuousness was ($\alpha \geq 0.70$; r = 0.97). The Cronbach alpha coefficient for the Organisational Citizenship Behaviour scale was ($\alpha \geq 0.70$; r = 0.86). The results indicate high levels of reliability which is consistent with the findings of other research.

In Table 2 it is evident that majority of the scores of the variables (PsyCap, OV, OCB and OTH) are clustered to the left at the low values thereby indicating negative skewness. The scores on Subjective Wellbeing are clustered to the right at the high values thereby indicating positive skewness. From the kurtosis values in Table 2 it can be seen that the scores on the variables indicate a rather peaked distribution as majority of the kurtosis values are above 0.

Table 2

Descriptive Statistics

Variable	N	Min	Max	M	SD	Skewness	Kurtosis	α
PsyCap	110	46	142	114.74	16.64	-0.96	3.07	0.94
Efficacy	110	10	36	29.5	4.73	-0.83	1.73	0.90
Hope	110	9	36	29.45	4.84	-1.16	3.71	0.91
Resilience	110	12	36	29.64	4.56	-0.95	2.51	0.78
Optimism	110	14	35	26.75	4.26	-0.37	0.50	0.57
SWB	110	56	118	82.73	9.71	0.22	1.32	0.88
OV	110	17	54	66	15.50	-1.22	1.22	0.97
OCB	110	126	205	174.97	15.63	-0.66	0.58	0.86
OTH	110	21	88	69.06	10.82	-0.84	2.56	0.89
Pleasure	110	6	30	22.78	4.70	-0.84	0.86	0.81
Engage	110	5	30	21.52	4.14	-0.32	0.65	0.69
Meaning	110	7	30	24.75	4.02	-1.19	2.96	0.81

PsyCap = Psychological Capital
SWB = Subjective Wellbeing
OTH = Orientation to Happiness
Engage = Engagement
OV= Organisational Virtuousness
OCB = Organisational Citizenship Behaviour

Following next are the results of the Pearson r correlation analysis which indicate the relationships between variables such as psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. This analysis reveals the practical and statistical significance of the relationships between each of these constructs.

4.3. Pearson r Correlation Analysis

Table 3

Pearson r Correlation Coefficients

	PsyCap	*Eff*	*Hope*	*Res*	*Opt*	SWB	OV	OCB
PsyCap	1	-	-	-	-	-	-	-
Efficacy	0.869**++	1						
Hope	0.920**++	0.731**++	1					
Resilience	0.912**++	0.737**++	0.757**++	1				
Optimism	0.853**++	0.601**++	0.725**++	0.704**++	1			
SWB	0.296**	0.313**+	0.297**	0.215*	0.133	1		
OV	0.311**+	0.055	0.250**	0.154	0.359**+	0.179	1	
OCB	0.415**+	0.424**+	0.363**+	0.371**+	0.289**	0.395**+	0.242*	1

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)
+ Practically significant relationship (medium effect > 0.30)

++ Practically significant relationship (large effect > 0.50)
PsyCap = Psychological Capital
Eff = Efficacy
Res = Resilience
Opt = optimism
OV= Organisational Virtuousness
OCB = Organisational Citizenship Behaviour
SWB = Subjective Wellbeing

Pearson correlation coefficients were used to examine the relationships between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour in this study. It is important to note that subjective wellbeing was computed with the composite scores from the Satisfaction with Life Scale and the Orientation to Happiness Scale since both these scales were utilised to measure subjective wellbeing. The relationships are presented in Table 3 as shown above.

First, a statistically significant as well as practically significant correlation coefficient was found between psychological capital and organisational virtuousness ($r = 0.311$; $p \leq 0.01$;

medium effect). This indicates that higher levels of psychological capital are associated with higher levels of organisational virtuousness. A statistically significant relationship was found between organisational virtuousness and hope ($r = 0.250$; $p \leq 0.01$) however it was not practically significant. A statistically significant as well as practically significant relationship was found between organisational virtuousness and optimism ($r = 0.359$; $p \leq 0.01$; medium effect).

Second, a statistically significant as well as practically significant relationship was found between psychological capital and organisational citizenship behaviour ($r = 0.415$; $p \leq 0.01$; medium effect). A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and efficacy ($r = 0.424$; $p \leq 0.01$; medium effect). A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and hope ($r = 0.363$; $p \leq 0.01$; medium effect). A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and resilience ($r = 0.371$; $p \leq 0.01$; medium effect). A statistically significant relationship was found between organisational citizenship behaviour and optimism ($r = 0.289$; $p \leq 0.01$).

Third, a statistically significant relationship was found between organisational citizenship behaviour and organisational virtuousness ($r = 0.242$; $p \leq 0.05$) however it was not practically significant.

Fourth, a statistically significant relationship was found between subjective wellbeing and psychological capital ($r = 0.296$; $p \leq 0.01$) however it was not practically significant. Further inspection indicates that a statistically significant as well as practically significant correlation

was found between subjective wellbeing and efficacy which is a subscale is psychological capital (r = 0.313; p ≤ 0.01; medium effect). A statistically significant relationship was found between subjective wellbeing and hope which is also a subscale of psychological capital (r = 0.297; p ≤ 0.01) however it was not practically significant. A statistically significant relationship was found between subjective wellbeing and resilience which is also a dimension of psychological capital (r = 0.215; p ≤ 0.05) however it was not practically significant. No statistically significant or practically significant relationship between subjective wellbeing and optimism were found to exist.

Lastly, a statistically significant as well as practically significant relationship was found between subjective wellbeing and organisational citizenship behaviour (r = 0.395; p ≤ 0.01; medium effect).

Following next is the results of the t-test analysis which compares the means between two groups such as between male and female teachers within this study in relation to the constructs.

4.4. T-test Analysis

Table 4

T-test between male and female teachers

Group Statistics

Variable	Gender	N	Mean	SD	Sig. (2-tailed)
OCB	Male	19	175.26	16.55	0.927
OCB	Female	76	174.89	15.51	0.927

OCB = Organisational Citizenship Behaviour

As can be seen above in Table 4, a t-test was conducted between male and female teachers in relation to OCB. Since there was only a small difference in the mean scores, it can be noted that equal variances were assumed therefore there was no statistically significant difference found between male and female teachers in their experiences of psychological capital, subjective wellbeing and organisational virtuousness which may predict organisational citizenship behaviour. The sample was therefore treated equally the same. The group statistics indicate that $t(67) = 0.927$, $p > 0.05$ hence the result was not significant indicating no difference.

Following next are the results of a standard multiple regression analysis which provides an indication of whether psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour amongst teachers in this study.

4.5. Multiple Regression Analysis

Standard multiple regression as shown below in Table 5 was used to explore if psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour amongst teachers. The independent variables were psychological capital, subjective wellbeing and organisational virtuousness whilst the dependent variable was organisational citizenship behaviour. It is important to note that subjective wellbeing was computed with the composite scores from the Satisfaction with Life Scale and the Orientation to Happiness Scale since both these scales were utilised to measure subjective wellbeing.

The results of the multiple regression analysis indicated in Table 5 show that psychological capital, subjective wellbeing and organisational virtuousness can be viewed as predictors of

organisational citizenship behaviour (F= 4.24; R^2 = 0.284; p ≤ 0.01). Further, these variables were found to explain 28.4% of the variance in organisational citizenship behaviour. There are three positive relationships between the independent variables and organisational citizenship behaviour but only two are statistically significant, namely psychological capital and subjective wellbeing which have made a contribution to organisational citizenship behaviour.

Table 5

Standard Multiple Regression Analysis (PsyCap, Subjective Wellbeing and Organisational Virtuousness as a predictor of Organisational Citizenship Behaviour)

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig	F	R	R^2
		B	SE	Beta					
1	Constant	91.83	17.29	-	5.31	0.000**	4.24	0.567	0.284
	PsyCap	0.27	0.09	0.29	2.82	0.01**			
	Efficacy	0.51	0.51	0.17	1.00	0.32			
	Hope	-0.67	0.60	-0.21	-1.10	0.27			
	Resilience	1.09	0.59	0.32	1.84	0.07			
	Optimism	-0.07	0.57	-0.02	-0.12	0.91			
	OV	0.11	0.12	0.09	0.88	0.38			
	SWB	0.54	0.17	0.32	3.15	0.00**			

a. Dependant Variable: Organisational Citizenship Behaviour

** Statistically significant p ≤ 0.01

The inspection of Table 5 indicates subjective wellbeing as one of the independent variables, makes the strongest unique contribution to organisational citizenship behaviour when the variance explained by all other independent variables in the model are controlled for (β = 0.32; t = 3.15; p ≤ 0.01). It is both statistically significant and practically significant (β = 0.32; t = 3.15; p ≤ 0.01; medium effect). Psychological capital can be seen as the second most statistically significant predictor of organisational citizenship behaviour (β = 0.29; t = 2.82; p ≤ 0.01). Resilience can be seen as the strongest contributor within the dimensions of psychological capital (β = 0.32; t = 1.84; p ≥ 0.05; medium effect) but it does not offer any statistical significance. Organisational virtuousness does not make any statistically significant contribution to predicting organisational citizenship behaviour (β = 0.09; t = 0.88; p = 0.38).

4.6. Summary

This chapter has provided the results of the descriptive statistics, Pearson r correlation, t-test and multiple regression test conducted on psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour through the statistical analysis that was conducted using SPSS 21. The reliability of all the scales used was also examined.

CHAPTER 5

DISCUSSION OF RESULTS

5.1. Introduction

This chapter aims to discuss the results of this study within the context of previous research. Each research question will be discussed and the practical implications for the present research study will be suggested. A discussion on the results of the reliability analysis, correlation analysis, multiple linear regression analysis and t-test analysis are provided. The chapter ends in a summary.

5.2. Discussion

The first aim of the study was to determine the relationship between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers in Durban, KwaZulu Natal. The second aim was to determine if PsyCap, subjective wellbeing and organisational virtuousness predicted organisational citizenship behaviour amongst the teachers. The last aim was to determine if male and female teachers differed in their experiences of PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour.

A reliability analysis was conducted to assess the psychometric properties of the Psychological Capital Questionnaire (PCQ), the Satisfaction with Life Scale (SWLS), the Orientation to Happiness questionnaire (OTH), the Perceptions of Organisational Virtuousness questionnaire (POV) and the Organisational Citizenship Behaviour questionnaire (OCB). It is important to note that subjective wellbeing was computed with the

composite scores from the Satisfaction with Life Scale and the Orientation to Happiness Scale since both these scales were utilised to measure subjective wellbeing.

The Cronbach alpha coefficients of all the measuring instruments were above 0.70 which indicated that they all had a high internal consistency. The Cronbach alpha coefficients were considered acceptable according to the guidelines of Nunnally and Bernstein (1994) which suggests that Cronbach alpha coefficients should be 0.70 and above. The Cronbach alpha coefficient for the PCQ was 0.94. The Cronbach alpha coefficient of the PCQ was found to be 0.94 (Cheung, Tang, & Tang, 2003). However, in this study the optimism alpha score was lower than 0.70 and the reason for this could be that the teachers were facing challenges or experiencing some difficulties within their work environment at the time that the study was being conducted which may have affected the manner in which they responded to these items on the PCQ. The Cronbach alpha coefficient for Satisfaction with Life scale was 0.88. Research conducted by Cenkseven – Onder and Sari (2009) found the Cronbach co-efficient to be 0.89 which was a slightly higher Cronbach alpha coefficient. The Cronbach alpha coefficient for the Orientation to Happiness scale was 0.89. The Cronbach alpha coefficient for the Orientation to Happiness scale was 0.79 which was a slightly lower Cronbach alpha coefficient as found by (Ingelhart, 2006; Coetzee & Bergh, 2009). The Cronbach alpha coefficient for the Organisational Virtuousness scale was 0.97. A study conducted by Ugwu (2012) found the Organisational Virtuousness scale to have a Cronbach coefficient of 0.81 which was a slightly lower Cronbach alpha coefficient. The Cronbach alpha coefficient for the Organisational Citizenship Behaviour scale was 0.86. A study conducted by Mahembe (2010) found the Cronbach alpha coefficient for the Organisational Citizenship Behaviour scale to be 0.95 which was a higher Cronbach alpha coefficient.

Further, the results show that the scores on all five instruments are normally distributed (see Table 2) and are reliable measures as discussed above, hence the descriptive statistics have created a platform for inferential statistical analysis.

A Pearson r correlation analysis was conducted to determine the relationship between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. First, a statistically significant as well as practically significant correlation coefficient was found between psychological capital and organisational virtuousness. This can be considered as a positive relationship because when psychological capital increases then so does organisational virtuousness and vice versa. A study was conducted by Cheung and Tang (2011) in China to measure psychological capital amongst teachers. The results which were statistically significant as well as practically significant indicated that teachers who attain psychological capital will be able to elicit more positive emotions such as organisational virtuousness.

Research conducted by Herbert (2011) found high levels of hope, optimism, self-efficacy and resilience to be associated with low levels of any negative emotions hence psychological capital could enhance higher levels of positive emotions such as organisational virtuousness (Herbert, 2011). According to Luthans et al. (2008) psychological capital is the catalyst to various positive organisational outcomes which include increased work performance, job satisfaction, organisational commitment, decrease in stress and turnover, reduced absenteeism and increased organisational virtuousness to name but a few. Psychological capital along with the widely recognised concepts of its human and social capital can result in increasing future development such as organisational virtuousness within schools thereby having positive experiences that can be expected amongst the teachers (Luthans et al., 2008).

A statistically significant relationship was found between organisational virtuousness and hope however it was not practically significant. Organisational virtuousness can serve as the fixed referent in times of change or as the ethos that guides action when all else is ambiguous and vague which is why teachers can remain hopeful with whatever they encounter. A statistically significant as well as practically significant relationship was found between organisational virtuousness and optimism. Organisational optimism which is a part of organisational virtuousness means that the organisational members such as the teachers develop a belief that they will succeed in doing well if faced with challenges (Ugwu, 2012). This buffers against illness and dysfunction whilst also preventing depression, anxiety, addiction and personal trauma which is something that psychological capital aims to do hence the teachers are more optimistic and virtuous (Bakker & Derks, 2009).

Second, a statistically significant as well as practically significant relationship was found between psychological capital and organisational citizenship behaviour. This can be viewed as a positive relationship because once psychological capital increases then so does organisational citizenship behaviour and vice versa. The relationship between organisational citizenship behaviour and psychological capital can be fostered since positive organisational behaviours could elicit more psychological capital amongst the teachers as indicated in the study conducted by (Brown & Leigh, 1996) which resulted in both practical and statistical significance. Organisational citizenship behaviour is vital to facilitate the accomplishment of organisational goals and increased performance which is something that is expected of teachers thus it is crucial for them to have a good state of psychological capital in order to behave in a manner that is productive yet harmonious with their colleagues as well as students at the same time.

A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and self-efficacy. This can imply that teachers attain a level of their individual autonomy within their jobs in order to make choices between several types of behavioural alternatives that are not recognised by the formal reward system in terms of remuneration but which is necessary. As environments continuously change, so will the teacher's behaviours which will allow them to adapt to the new environments, goals, values, rules and tasks (Hosie & Smith, 2009). This in turn will allow the teachers to tap into their self-belief and complete tasks in the best way that they can. Self-efficacy can therefore relate to teachers which accounts for how well they believe they can accomplish tasks that they set out in an effective manner which can be further developed by approaches such as mastery experiences, modelling, social persuasion and psychological or physiological arousal hence increasing their organisational citizenship behaviour (Stajkovic & Luthans, 1998).

A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and hope. When teachers are experiencing difficulty in the behaviours to engage in when reaching their objectives, high levels of hope can be beneficial in overcoming these challenges which could prove to be helpful amongst the teachers in their working environment as can be seen in research (Snyder et al., 1991). Teachers with high levels of hope are better able to progress on to other pathways leading towards goal achievement since hope is a positive motivational state which can allow positive behaviours to be displayed.

A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and resilience. Having the capacity to rebound from adversity or failure and can be deemed as one of the most important resources to have

especially being a teacher in a turbulent environment. Research conducted by Fredrickson (2004) indicates that people who are resilient are better equipped to deal with constantly changing workplace environments so this can relate to teachers because they need to be open to new experiences, flexible to changing demands and display more emotional stability when faced with adversity which will allow them to display organisational citizenship behaviour.

A statistically significant relationship was found between organisational citizenship behaviour and optimism. As research suggests, optimism can allow teachers to be realistic and flexible because it allows them to be positive in the situation they are faced with and to adapt to it thereby eliciting more positive behaviours in that situation (Luthans et al., 2008; Schneider, 2011). In doing so, the teachers will engage in positive displays of behaviours due to being optimistic and looking forward to what the future entails within their working environment. According to Seligman & Csikszentmihalyi (2000) it can be suggested that optimists interpret negative events as being only temporary. Research has been linked to optimism as well as various positive workplace outcomes such as performance, job satisfaction, work happiness and organisational citizenship behaviour (Luthans & Youssef, 2007).

Third, a statistically significant relationship was found between organisational citizenship behaviour and organisational virtuousness. This can suggest the more that teachers behave in a positive way, it will ensure citizenship and social harmony amongst them which will lead to them displaying acts of virtuousness in their working environment such as compassion, humanity, integrity, forgiveness and trust as research has stated (Rego et al., 2010). Overt behaviours are indicated amongst employee's as well as covert behaviours such as cognitive, energetic and affective processes that assist in regulating the individual's overall behaviour to be more virtuous and positive (Koys, 2001). As environments continuously change, so will

the employees behaviours which will allow them to adapt to the new environments, goals, values, rules and tasks in a more virtuous manner (D'Amato & Zilstra, 2008). The researcher could not find any research that had been conducted investigating the relationship between organisational citizenship behaviour and organisational virtuousness. These virtues are positive displays of behaviour which produce both social and personal good. Therefore, once organisational citizenship behaviour increases then so does organisational virtuousness and once it is practiced by teachers in their schools it will prove to be a unique yet vital relationship.

This finding can also be explained by one of the theoretical frameworks underlying this study. The Self-Determination Theory is focused on self motivated behaviour which enhances the individual's sense of autonomy, competence, self-determination and making independent choices (Gagne & Deci, 2005). Self-Determination shows its relevance towards organisational citizenship behaviour because it is based on work motivation and organisational behaviour strives towards outcomes of positive behaviour in the workplace (Gagne & Deci, 2005). This can relate to both organisational citizenship behaviour and organisational virtuousness because one can choose the type of behaviour that they display in the organisation which could be both positive and virtuous in nature, thus positive behaviours lead to organisational virtuousness (Herbert, 2011).

Fourth, a statistically significant relationship was found between subjective wellbeing and psychological capital however it was not practically significant. A study was conducted by Trudgen and Lawn (2011) to determine if subjective wellbeing existed amongst teachers within their school environment with regard to their pupils as well. The result which was both statistically and practically significant indicated that as subjective wellbeing increases amongst teachers, there are more positive results such as greater social and emotional

wellbeing and less anxiety or depression hence it could elicit more psychological capital. According to Luthans et al. (2008) the dimensions comprised in PsyCap such as self-efficacy, hope, optimism and resilience have developmental properties that can be enhanced and drawn from when individuals require them. When teachers find holistic satisfaction with their lives they encompass greater levels of psychological capital as this study has perpetuated. Positive emotions such as subjective wellbeing elicits higher levels of hope, optimism, self-efficacy and resilience which are known to be associated with low levels of any negative emotions (Herbert, 2011). If teachers are able to see the positive side of circumstances and situations, then they can move forward and not encounter setbacks that can negatively affect the outcomes of their students and themselves.

Further inspection indicates that a statistically significant as well as practically significant correlation was found between subjective wellbeing and efficacy which is a subscale is psychological capital. A statistically significant relationship was found between subjective wellbeing and hope which is also a subscale of psychological capital however it was not practically significant. A statistically significant relationship was found between subjective wellbeing and resilience which is also a dimension of psychological capital however it was not practically significant. No statistically significant or practically significant relationship between subjective wellbeing and optimism were found to exist. Hence, the relationship between the dimensions of psychological capital with regard to efficacy, hope and resilience to subjective wellbeing is that it is a positive relationship because when one aspect develops, then so does the other therefore this will benefit teachers and reward them by becoming more holistic from this relation.

Lastly, a statistically significant as well as practically significant relationship was found between subjective wellbeing and organisational citizenship behaviour. The results of this study indicated that as levels of subjective wellbeing increased then so did the levels of organisational citizenship behaviour hence this is a positive relationship. A study was conducted by Cenkseven–Onder and Sari (2009) that was both statistically and practically significant had indicated that subjective wellbeing amongst teachers can be known to elicit positive displays of behaviour, namely organisational citizenship behaviour which increase their quality of teaching within their school environment. The more positive emotions that a teacher possesses create the platform for them to display organisational citizenship behaviour because they are satisfied with life hence they will portray behaviours that are in sync with their colleagues, environment and students. The researcher also asserts that displaying these positive behaviours will bring great satisfaction to the teachers hence increasing their subjective wellbeing which motivates them to continue behaving in that manner.

This finding can also be explained by one of the theoretical frameworks underlying this study. The Broaden-And-Build Theory of Positive Emotions also goes on to state that certain positive emotions such as joy, interest, contentment, pride and love can also share the ability to broaden individual's thought-action traits as well as building their personal resources as well as social and psychological resources (Nickerson, 2007). Subjective wellbeing is a positive emotion that is comprised of cognitive and affective wellbeing so when it is broadened and built upon amongst teachers, then more joy, interest, happiness and contentment is likely to be experienced (Fredrickson, 2004). Organisational citizenship behaviour is focused in the study and application of positively orientated human resource strengths and psychological capacities that can be measured, developed and managed for performance improvement in the workplace (Koys, 2001). This type of improvement

amongst teachers can be positive and when built or broadened upon, it can enhance positive emotions and behaviours (Koys, 2001). Subjective wellbeing contains positive emotions which can be built on therefore there is an increase in pleasant moods and teachers can be satisfied with their current life situation due to an increase in cognitive wellbeing hence display organisational citizenship behaviour (Diener, 1984).

The results of the multiple regression analysis indicated that psychological capital and subjective wellbeing as well as organisational virtuousness can be viewed as predictors of organisational citizenship behaviour. There are three positive relationships between the independent variables and organisational citizenship behaviour but only two are statistically significant, namely psychological capital and subjective wellbeing which have made a contribution to organisational citizenship behaviour.

Subjective wellbeing was one of the independent variables which made the strongest unique contribution to organisational citizenship behaviour when the variance explained by all other independent variables in the model are controlled for and it is both statistically significant and practically significant. The researcher suggests that teacher's value being satisfied with all aspects of their life the most before they focus on any other aspect which influences their behaviour in their work environment. Psychological capital was seen as the second most statistically significant predictor of organisational citizenship behaviour. Resilience was seen as the strongest contributor within the dimensions of psychological capital but it did not offer any statistical significance. Resilience allows teachers to recover from setbacks in their challenging jobs and this could be the reason as to why they place most value upon it within their psychological capital. Organisational virtuousness does not make any statistically significant contribution to predicting organisational citizenship behaviour. It is important to

note that these findings are coherent with the central premise of the Broaden and Build theoretical framework and the Self- Determination theory as positive strengths such as PsyCap and subjective wellbeing increases the experiences of positive behaviours amongst teachers in a stressful occupational environment. Self-determined emotions and behaviours are a contributing factor towards this as well. A study conducted by Du Plessis and Barkhuizen (2012) reported that psychological capital as well as resilience as one of its dimensions can predict positive outcomes such as organisational citizenship behaviour. Another study conducted by Maluka and Grieve (2003) indicated that subjective wellbeing can predict positive emotions and behaviours as well. In the context of this research study and the schools that were part of the study, teachers deal with challenges on a daily basis whilst the schools at large are ultimately affected by this. Thus, resilience could be a characteristic that assists in buffering this issue whilst allowing teachers and schools to enhance their positive emotions such as subjective wellbeing (Maluka & Grieve, 2003).

A t-test was conducted between male and female teachers in relation to organisational citizenship behaviour. Since this study indicated that there was only a small difference in the mean scores, it can be noted that equal variances were assumed therefore there was no statistically significant difference found between male and female teachers in their experiences of psychological capital, subjective wellbeing and organisational virtuousness which may predict organisational citizenship behaviour. The sample was therefore treated equally the same. The researcher could not find any research that had been conducted investigating the relationship between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers. However, the researcher proposes other aspects that may have influenced this result. Due to schools receiving more resources presently than they had received in the past, teachers may feel more

equipped to do their jobs irrespective of the challenges they face or the contextual factors that they are exposed to because they are part of an environment in which free will or agency can be displayed by them which is something that apartheid prohibited. Thus, both male and female teachers have similar experiences of psychological capital, subjective wellbeing and organisational virtuousness which may predict organisational citizenship behaviour.

The research study has addressed all the research questions that it aimed to. Firstly, the results of the research study indicated that there were practically and statistically significant relationships between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. Secondly, the results of the study indicated that subjective wellbeing, PsyCap and resilience predict organisational citizenship behaviour. Lastly, the results of the study indicated that male and female teachers do not differ in their experiences of PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour.

5.3. Summary

This chapter has provided a detailed discussion of the results found in this empirical research study. This chapter explained each of the results obtained in this research study so that conclusions could be drawn and it also made reference to the relevant literature that supported the findings found in this research study. In the next chapter, conclusions, limitations and recommendations regarding this study are discussed.

CHAPTER 6

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

6.1. Introduction

In this chapter, contributions and conclusions about the literature findings and the results of the research study are made. Limitations are discussed and possible recommendations for future research are presented.

6.2. Conclusions

The following conclusions are made in accordance with research questions as well as the empirical findings obtained in the present research study.

6.2.1. Conclusion in accordance with the specific empirical results of the study

The following conclusions can be made in regards to the constructs of psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. The empirical findings of the present research study are summarised below in terms of the research questions of the study:

1. What is the relationship between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour?

First, a statistically significant as well as practically significant correlation coefficient was found between psychological capital and organisational virtuousness. This indicates that higher levels of psychological capital are associated with higher levels of organisational virtuousness. A statistically significant relationship was found between organisational

virtuousness and hope however it was not practically significant. A statistically significant as well as practically significant relationship was found between organisational virtuousness and optimism.

Second, a statistically significant as well as practically significant relationship was found between psychological capital and organisational citizenship behaviour. A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and efficacy. A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and hope. A statistically significant as well as practically significant relationship was found between organisational citizenship behaviour and resilience. A statistically significant relationship was found between organisational citizenship behaviour and optimism, however it was not practically significant.

Third, a statistically significant relationship was found between organisational citizenship behaviour and organisational virtuousness however it was not practically significant.

Fourth, a statistically significant relationship was found between subjective wellbeing and psychological capital however it was not practically significant. Further inspection indicates that a statistically significant as well as practically significant correlation was found between subjective wellbeing and efficacy which is a subscale is psychological capital. A statistically significant relationship was found between subjective wellbeing and hope which is also a subscale of psychological capital however it was not practically significant. A statistically significant relationship was found between subjective wellbeing and resilience which is also a dimension of psychological capital however it was not practically significant. No statistically

significant or practically significant relationship between subjective wellbeing and optimism were found to exist.

Lastly, a statistically significant as well as practically significant relationship was found between subjective wellbeing and organisational citizenship behaviour.

2. Does psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour?

Standard multiple regression was used to explore if psychological capital, subjective wellbeing and organisational virtuousness predict organisational citizenship behaviour amongst teachers. The results of the multiple regression analysis indicated that psychological capital, subjective wellbeing and organisational virtuousness can be viewed as predictors of organisational citizenship behaviour. There are three positive relationships between the independent variables and organisational citizenship behaviour but only two are statistically significant, namely psychological capital and subjective wellbeing which have made a contribution to organisational citizenship behaviour.

Subjective wellbeing makes the strongest unique contribution to organisational citizenship behaviour when the variance explained by all other independent variables in the model are controlled for and it is both statistically significant and practically significant. Psychological capital can be seen as the second most statistically significant predictor of organisational citizenship behaviour. Resilience can be seen as the strongest contributor within the dimensions of psychological capital but it does not offer any statistical significance.

Organisational virtuousness does not make any statistically significant contribution to predicting organisational citizenship behaviour.

3. Do male and female teachers differ in their experiences of between psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour?

There was no statistically significant difference found between male and female teachers in their experiences of psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour. The sample was therefore treated equally the same.

6.3. Limitations

The present research study was conducted with a relatively small sample size (n =110) therefore future research should incorporate a larger sample where more informative results can be derived and where the results can be better generalised to the population at large. One of the main limitations of this research study is that it used a cross-sectional design so this limited the opportunities that the researcher had to go back and survey the participants again (Mendenhall, Beaver, & Beaver, 2009). A longitudinal research design may be better suited for future research, where more definitive results can be obtained. Another possible limitation is that teachers will want to give a reasonable response to any questionnaire posed to them in order to gain social approval so this could have been a problem for the researcher because results might have been affected (Phillips & Clancy, 1972).

Self-reported questionnaires that were used in this research study may have affected the reliability and validity of the study as participants may have answered in a socially desirable manner. The disadvantages of non-probability sampling are that results cannot always be

generalised because the sample doesn't always represent the population (Beins, 2009). This might have impacted the study because the study was conducted for the purpose of being able to generalise results. The research study made use of non-probability convenience sampling where participants where sampled based on easy accessibility. Future research should sample more teachers from a variety of educational institutions as the challenges experienced could differ per educational institution or geographical location. This can affect psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour experienced amongst the teachers. Participants may not complete the questionnaires or responses therefore research can become flawed. Pilot testing should be done to gather potential limitations of the study. The multicultural context can pose certain barriers in the study such as language because not all participants may be fluent in English as their first language.

Questionnaires don't offer flexibility of responses. Questionnaires are usually westernised and scales therefore need to be adapted to the South African context. Another limitation that was faced in the early stages of this research study was that the university had undergone some changes in their ethical committee for research and the new people in that committee were still becoming familiar with the protocol that was generally used for the process of ethical clearance. This delayed the data collection process by a few weeks so in future it would be advisable for a uniform protocol to be followed to avoid unnecessary delays in the process of research. Lastly, future research should be conducted on both primary and secondary schools so that results can be compared between the two groups to indicate what type of school effects the results more significantly.

6.4. Contributions

This study has contributed to an understanding of the research constructs in the following manner:

Firstly, this research study contributes to the existing literature in positive psychology as an increased understanding of how teachers use their positive capacities to build upon each other. In addition, this study has examined psychological capital, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst a teaching study sample which addresses the gap in the literature with regard to these constructs amongst teachers.

Lastly, the study has practical value as it has found that psychological capital (hope, self-efficacy, resilience and optimism) and positive emotions such as subjective wellbeing, organisational virtuousness and organisational citizenship behaviour can act as frameworks to develop interventions or policies that assist teachers to utilise these strengths to their full capacity and possibly promote positive emotions which will ultimately lead to an alleviation of challenges that they may encounter.

6.5. Recommendations

This research study explores the relationship between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour, however there has been no research conducted on these constructs together. Thus there is a need for research to be conducted to link these constructs. More research needs to be conducted on organisational virtuousness since it is a relatively new construct within the positive psychology paradigm. The researcher could not find any research that had been conducted investigating the relationship between organisational citizenship behaviour and organisational virtuousness.

These virtues are positive displays of behaviour which produce both social and personal good. Therefore, once organisational citizenship behaviour increases then so does organisational virtuousness and once it is practiced by teachers in their schools it will prove to be a unique yet vital relationship.

In conclusion, the results of this research study provided valuable information in regard to the relationships between PsyCap, subjective wellbeing, organisational virtuousness and organisational citizenship behaviour amongst teachers in South Africa as well as the contributors of subjective wellbeing and psychological capital towards their organisational citizenship behaviour. This is essential for educators in South Africa as teachers do fulfil an invaluable role in this society, thus research like this is imperative to counter against any challenges that they encounter. It is important for teachers to be content and satisfied with their work as well as their work environment because they possess an indispensable role in our South African society and the world at large.

6.6. Summary

The chapter provided a concluding discussion on the main results of the research study and indicated why they were of importance. This chapter also indicated the possible limitations of the current research study as well as its contributions and provided numerous recommendations on how they can be avoided or minimised for future research. This chapter also provided a brief indication on certain areas where more research can be conducted. The research has been completed with the completion of Chapter 6.

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Yajna Singh
209502953

Letter of Permission

Dear Sir/Madam

My name is Yajna Singh and I'm a Masters Industrial Psychology student at the University of KwaZulu-Natal. In order to obtain my degree, one of the requirements is that I need to conduct a research study that will focus on organisational virtuousness, psychological capital, subjective wellbeing and organisational citizenship behaviour amongst teachers. I would kindly like to ask your permission to use teachers from your school as my participants for the study that will be conducted. The study will maintain confidentiality and anonymity. The participants will not be mentioned in any presentations and publications. Their participation is voluntary. The participants who volunteer to participate in this research study will be completely anonymous and may withdraw from the study at any time for any reason without prejudice or penalty from the researcher. The confidentiality of participants will be maintained and ensured by locking away all the data that was collected from them in a locked cabinet for a period of five years to prevent any type of unauthorised access to it. The data will then eventually be disposed of accordingly. This research study has been sent to ethical clearance committee and no issues were found. This research study has also been approved by the Department of Higher Education and has been permitted to use schools in order to conduct this research study.

Should you wish to know more about the study please contact:

Researcher: Yajna Singh   0781822577

Supervisor: Prof J.H. Buitendach   0312602407

If you wish to obtain information on your rights as a participant, please contact Ms Phumelele Ximba, Research Office, UKZN, on 031 260 2587.

Yours kindly
Yajna Singh

Signature   Date

---------------------------------   ------------------------

Appendix 1(b)

Letter of Informed Consent

Dear Sir/Madam

I am a Masters student in the School of Psychology at the University of KwaZulu-Natal. As part of my degree requirement I am conducting a study that focuses on the relationship between organisational virtuousness, psychological capital, subjective wellbeing and organisational citizenship behaviour amongst teachers. I will need to request your participation. The participants who volunteer to participate in this research study will be completely anonymous and may withdraw from the study at any time for any reason without prejudice or penalty from the researcher. The confidentiality of participants will be maintained and ensured by securely storing away all the data that was collected from them in a secure cabinet for a period of five years to prevent any type of unauthorised access to it. The data will then eventually be disposed of accordingly.

Should you wish to know more about the study please contact:

Researcher: Yajna Singh   0781822577

Supervisor: Prof J.H. Buitendach   0312602407

If you wish to obtain information on your rights as a participant, please contact Ms Phumelele Ximba, Research Office, UKZN, on 031 260 2587.

DECLARATION

I…………………………………………………………………………. (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   DATE

………………………………………   …………………

Yajna Singh
209502953

<u>Appendix 2</u>

<u>Questionnaires</u>

1. Biographical Questionnaire

Please tick the appropriate box

AGE

1. 20-25 ☐

2. 26-30 ☐

3. 31-35 ☐

4. 36 and above ☐

GENDER

1. Male ☐

2. Female ☐

RACE

1. Indian ☐

2. Black ☐

3. White ☐

4. Coloured ☐

5. Other   State _____

LANGUAGE

1. English ☐

2. Afrikaans ☐

3. Zulu ☐

4. Xhosa ☐

5. Other   State _____

HIGHEST QUALIFICATION OBTAINED

1. Matric ☐

2. Diploma ☐

3. Degree ☐

4. Honours ☐

5. Masters ☐

6. PhD ☐

TENURE (period working at current organisation)

1. 1-2 ☐

2. 3-4 ☐

3. 5-6 ☐

4. 7-8 ☐

5. 9-10 ☐

6. Over 10 years ☐

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2. Psychological Capital Questionnaire (PCQ)

Instructions: Below are statements that describe how you may think about yourself right now. Use the following scale to indicate your level of agreement or disagreement with each statement. (1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6= strongly agree)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat Agree	Agree	Strongly agree
1. I feel confident analysing a long-term problem to find a solution.	1	2	3	4	5	6
2. I feel confident representing my work area in meetings with management	1	2	3	4	5	6
3. I feel confident contributing to discussions about the company's strategy.	1	2	3	4	5	6
4. I feel confident helping to set targets/goals in my work area.	1	2	3	4	5	6
5. I feel confident contacting people outside the company (e.g. suppliers, customers) 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, I could think of ways to get out of it.	1	2	3	4	5	6
8. At the present time, I am energetically pursuing my goals	1	2	3	4	5	6
9. There are lots of ways around any problem that I m facing now	1	2	3	4	5	6
10. Right now, I see myself as being pretty successful	1	2	3	4	5	6
11. I can think of many ways to reach my current goals.	1	2	3	4	5	6
12.. At this time, I am meeting the 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, 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 things at work in stride.	1	2	3	4	5	6
17.	I can get through difficult times at work because I've 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'm 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
24.	I approach this job as if 'every cloud has a silver lining".	1	2	3	4	5	6

Reference:

This questionnaire was developed by Luthans, Norman, Avolio, & Avey in 2008.

3. Satisfaction with Life Scale (SWLS)

Instructions: The following are statements of the life satisfaction that you may agree or disagree with. Please indicate your agreement with each of the statements by crossing out the appropriate number to each statement.

1 = Strongly Agree; 2 = Agree; 3 = Agree Somewhat; 4 = Undecided; 5 = Disagree Somewhat; 6 = Disagree and 7 = Strongly Disagree.

		Strongly Agree	Agree	Agree Somewhat	Undecided	Disagree Somewhat	Disagree	Strongly Disagree
1.	In most ways my life is closely to my ideal.	1	2	3	4	5	6	7
2.	The conditions of my life are excellent.	1	2	3	4	5	6	7
3.	I am satisfied with my life.	1	2	3	4	5	6	7
4.	So far I have gotten the important things I want in my life.	1	2	3	4	5	6	7
5.	If I could live my life over, I would change almost nothing.	1	2	3	4	5	6	7

Reference:

This questionnaire was developed by Diener, Emmons, Larson and Griffin in 1985.

Yajna Singh

209502953

4. ORIENTATION TO HAPPINESS

Instructions: Please rate the extent to which the following statements are like you or unlike you by circling the appropriate number on the 1 to 5 point scale supplied

	Very much unlike me	Unlike me	Neutral	Like me	Very much like me
1. My life serves a higher purpose.	1	2	3	4	5
2. Life is too short to postpone the pleasures it can provide.	1	2	3	4	5
3. Regardless of what I am doing, time passes very quickly.	1	2	3	4	5
4. In choosing what to do, I always take into account whether it will benefit other people.	1	2	3	4	5
5. I go out of my way to feel excited.	1	2	3	4	5
6. I seek out situations that challenge my skills and abilities.	1	2	3	4	5
7. I have a responsibility to make the world a better place.	1	2	3	4	5
8. In choosing what to do, I always take into account whether it will be pleasurable.	1	2	3	4	5
9. Whether at work or play, I am usually "in a zone" and not conscious of myself.	1	2	3	4	5
10. My life has a lasting meaning.	1	2	3	4	5
11. I agree with this statement: "Life is short – eat dessert first."	1	2	3	4	5
12. I am always very absorbed in what I do.	1	2	3	4	5

13. What I do matters to the society.	1	2	3	4	5
14. I love to do things that excite my senses.	1	2	3	4	5
15. In choosing what to do, I always take into account whether I can lose myself in it.	1	2	3	4	5
16. I have spent a lot of time thinking about what life means and how I fit into its big picture.	1	2	3	4	5
17. For me, the good life is pleasurable life.	1	2	3	4	5
18. I am rarely distracted by what is going on around me.	1	2	3	4	5

Reference:

This questionnaire was developed by Christopher Peterson, Nansook Park and Martin E.P. Seligman in 2005.

Yajna Singh
209502953

5. Perceptions of Organisational Virtuousness Scale

Instructions: Below are statements that describe how you may think about your organisation right now. Please rate the extent to which you agree or disagree with the following statements by ticking the appropriate number on the 1 to 6 point scale supplied.

1 = 'strongly disagree' to 6 = 'strongly agree'

(1=strongly disagree, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, 6=

strongly agree)

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
1. We are optimistic that we will succeed, even when faced with major challenges	1	2	3	4	5	6
2. In this organisation, we are dedicated to doing good in addition to doing well	1	2	3	4	5	6
3. A sense of profound purpose is associated with what we do here	1	2	3	4	5	6
4. Employees trust one another in this organisation	1	2	3	4	5	6
5. People are treated with courtesy, consideration, and respect in this organisation	1	2	3	4	5	6
6. People trust the leadership of this organisation	1	2	3	4	5	6
7. Acts of compassion are common here	1	2	3	4	5	6
8. This organisation is characterised by many acts of concern and caring for other people	1	2	3	4	5	6
9. Many stories of compassion and concern circulate among organisation members	1	2	3	4	5	6
10. This organisation demonstrates the highest level of integrity	1	2	3	4	5	6
11. This organisation would be described as virtuous and honourable	1	2	3	4	5	6

12. Honesty and trustworthiness are hallmarks of this organisation	1	2	3	4	5	6
13. We try to learn from our mistakes here, consequently, mistakes are quickly forgiven	1	2	3	4	5	6
14. This is a forgiving, compassionate organisation in which to work	1	2	3	4	5	6

Reference:

This questionnaire was developed by Kim Cameron, David Bright and Arran Caza in 2004.

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6. ORGANISATIONAL CITIZENSHIP BEHAVIOUR

Instructions: Below are statements that describe how you may think about yourself right now. Please rate the extent to which you agree or disagree with the following statements by circling the appropriate number on the 1 to 7 point scale supplied.

1 = 'Does not apply to me' to **7** = **'**Applies very well to me'

	Does not apply to me	Seldom applies to me	Now & then	Neutral	Applies sometimes	Applies to me	Applies very well to me
1. Help others who have heavy work load	1	2	3	4	5	6	7
2. Help others who have been absent	1	2	3	4	5	6	7
3. Looks for other work to do when finished with assigned work	1	2	3	4	5	6	7
4. Always does more than he/she is required to do	1	2	3	4	5	6	7
5. Helps make other workers productive	1	2	3	4	5	6	7
6. Helps orient new workers even though it not required	1	2	3	4	5	6	7
7. Shares personal property with others if necessary to help them with their work	1	2	3	4	5	6	7
8. Tries to make the best of situations, even when there are problems	1	2	3	4	5	6	7
9. Does not complain about work assignments	1	2	3	4	5	6	7
10. Is able to tolerate occasional inconvenience when they arise	1	2	3	4	5	6	7
11. Demonstrates concerns about the image of the company	1	2	3	4	5	6	7
12. Respects the rights and privileges of others	1	2	3	4	5	6	7
13. Tries to avoid creating problems for others	1	2	3	4	5	6	7
14. Considers the effects of his/her actions on co-workers	1	2	3	4	5	6	7
15. Consults with me or other people who might be affected by his/her actions or decisions	1	2	3	4	5	6	7

	Does not apply to me	Seldom applies to me	Now & then	Neutral	Applies sometimes	Applies to me	Applies very well to me
16. Informs me before taking any important actions	1	2	3	4	5	6	7
17. Never abuses his/her rights and privileges	1	2	3	4	5	6	7
18. Always follows the rules of the company and the department	1	2	3	4	5	6	7
19. Always treats company property with care	1	2	3	4	5	6	7
20. Complains a lot about trivial issues	1	2	3	4	5	6	7
21. Always find fault with what the organisation is doing	1	2	3	4	5	6	7
22. Expresses resentment with any changes introduced by management	1	2	3	4	5	6	7
23. Thinks only about his/her work problems, not others	1	2	3	4	5	6	7
24. Pays no attention to announcements, messages, or printed material that provide information about the company	1	2	3	4	5	6	7
25. Is always on time	1	2	3	4	5	6	7
26. Attendance at work is above average	1	2	3	4	5	6	7
27. Gives advance notice when unable to come to work	1	2	3	4	5	6	7
28. Always completes his/her work on time	1	2	3	4	5	6	7
29. Maintains a clean workplace	1	2	3	4	5	6	7
30. Stays informed about developments in the company	1	2	3	4	5	6	7
31. Attends and participates in meetings regarding the company	1	2	3	4	5	6	7
32. Offers suggestions to ways to improve operations	1	2	3	4	5	6	7

Reference:

This questionnaire was developed by Phillip M. Podsakoff, Scott B. MacKenzie, Robert H. Moorman and Richard Fetter in 1990.