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A Quantitative study on the Psychological Capital, Psychological Climate, and Organisational Citizenship behaviours of Academic Lecturers across South Africa

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Submitted in partial fulfilment of the requirements for the degree of Master of Social Science (Industrial Psychology) in the School of Psychology in the Faculty of Applied Human Sciences at the University of KwaZulu-Natal, December 2018.

DECLARATION

I declare that this dissertation is my own 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

Psychological Capital (PsyCap), Organisational Citizenship Behaviour (OCB) and Psychological Climate (PC) are all positive constructs, which have shown a positive relationship to coping mechanism in the workplace, and wellbeing initiatives. In light of positive organisational literature, it has become increasingly important to investigate modalities to which individuals cope during change in the organisation and the dynamic between organisational change and wellness (Saks, 2008). However, change is not only a feature to corporate organisations, but are equally apparent in tertiary institutions. It is a goal of a tertiary institution to equip students with skills and knowledge that is relevant and valuable to the working world (Benedict, Gwija, Iwu, & Tengeh, 2013). If there is constant change in the corporate or world or work, which is considered constant, then the tertiary intuitions must equally dynamically shape their educational training to match those changes. This being constrained and often further shaped by socioeconomic and political dynamics of both the student and managerial body (Quinn, 2012). In light of such, it becomes important to contrast and understand the negotiation of change in a tertiary setting where there is a complex nature and structure (Benedict et al, 2013). Thus, it is important to facilitate research that adds to intervention and assessment based strategies that would be able to be utilized in a large scale change analysis strategies.

However, a key anecdote in change studies has been an interplay of considering wellbeing as an antecedent to change strategies. Research exploring agility, stress, resilience, and so forth has often taken a diagnostic approach where the assessment is used to diagnose a situation, as a pose to explore its dilemma. Research by Cadwallader and Parish (2008) highlight this issue through exploring employee commitment to change. What becomes apparent is that identifying stressors and change methodologies is one element, the secondary element is contrasting such in a holistic approach whereby there is an extended significance placed on considering wellness (Cohn & Fredrickson, 2010). Wellness is taking into consideration all aspects of an individual's wellbeing this includes environmental features, financial, social etc. (Field & Louw, 2012). Each of which have an equal weight into how change is understood and taken by an individual (Field & Louw, 2012). In order to consider such this research took on the psychological climate perspective in consideration with psychological capital and organisational citizenship behaviour. This is aimed to provide a triadic approach that places the individual and organisation in 3 spheres of the self,

the perspective of others, and perceptions of the organisation. Thus, this research aimed to determine the relationship that exists between psychological capital, psychological climate, and organisational citizenship behaviour. The study also sought to determine to what extent the sub factors from each of these scales had a moderating effect.

A cross-sectional research design was used in the study. The researcher used a sample of 375 (N = 375) academics from across several different tertiary institutions across South Africa. The researcher used three questionnaires in the study. A biographical questionnaire created by the researcher, the Psychological Capital Questionnaire (PCQ), the Organisational Citizenship Behaviour Questionnaire (OCBQ), and the Organisational Climate Questionnaire (OCQ). The main findings of the study indicated that there were practically and statistically significant relationships between psychological capital, organisational citizenship behaviour and psychological climate. More specifically relationships were found to exist between the sub factors: resilience, expectations, and civic virtue. From the results, psychological capital was found to predict both organisational citizenship and psychological climate. However, it was noted that there was a higher predictive validity found in the psychological capital scale having a more significant impact on climate on citizenship behaviour. A secondary measure was performed to confirm the findings– the Sobel test. The sobel test confirmed that psychological capital is the mediating variable between psychological climate and organisational citizenship behaviour as the Z score was confirmed as $Z = 8.79$ and $p = 0.005$. According to this mediation analysis, psychological capital is confirmed as a mediating the relationship between psychological climate and organisational citizenship behaviour.

During the research, there were several limitations experienced. Firstly, due to the nature of the study being a nationwide study the researcher implemented a digital version of the survey in order to reach the target sample. However, this introduces a secondary level of ethical issues that needed to be carefully considered before interpreting any data. In addition, facilitating this research on an online platform whilst not unheard of is still gaining in research rigidity although its use in various methods. Considering such this research took steps to ensure data privacy and protection both with outsourcing the sample, and handling of the data. Ensuring that data stored is secure and without any breach. Furthermore, proof of legitimacy of the sample and the understanding of each question was carefully considered. However, it must be considered that interpretation of material may to

some extent be compromised. Just as with many assessments that are online based there must always include a measure that accounts for any variability in this instance. Furthermore, it was found that the climate measure itself has had an extensive variety of uses in many different settings and the original questionnaire was unavailable and not easily translatable. Due to this, the research adopted similar measures used in various studies.

In future, recommending for research exploring the relationship between the three constructs of psychological capital, organisational citizenship behaviour and psychological climate. While there was little research on these three constructs initially, there most certainly is reason to believe that further research should be recommended. First of which is the imperative link between organisational citizenship behaviour and de-railers of psychological climate. Whilst this study relied heavily on positive constructs in order to construct a triadic approach, it would be beneficial to consider de-railer to these positive behaviours as such would only further strengthen any interventions proposed. Furthermore, still relatively few studies include climate. As it is a consistently valuable variable to consider to overall, organisational behaviours it becomes important to consistency contribute towards the body of knowledge from a South African perspective.

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CHAPTER 1: INTRODUCTION

In this chapter the objective, overview and background to the research study is provided.

1.1. Background to this study

In the past decade, change has been a radical and constant feature in organisations across the globe (Agarwal, Datta, Blake-Beard, & Bhargava, 2012). This change has also taken shape in different ways. An increase in the use of technology, awareness of diversity and empowerment, and shifts in competitive strategies are only sum of the many elements that instigate change initiatives. However, as this change becomes more complex, so does the methodology on managing change transformed, and methods of understanding the impact of change (Jaffery & Qadeer, 2014). The impact of change to a large degree has been fairly diagnostic in as much as identifying what ‘successful’ and ‘unsuccessful’ change strategies look like (Kinnunen, Mauno, & Ruokolainen, 2007). In literature there is two presented branches. The first is identifying the impact of a strategy post the intervention. This research significantly identifying links between poor change management and disengagement of employees (Cetin, 2011). The second branch identifying features that enable successful change strategies such as key traits like resilience being vital in buffering against stress (Buitendach & Simons, 2013). Furthermore, research on identifying the relationship between the impact of policies and organisation interventions on health and performance, such as stress and absenteeism (Cetin, 2011). Herein lies the crux where change and wellbeing are considered on a corresponding playing field, and where climate becomes an important construct to include in the change management process.

A key aspect which has become apparent in research is taking into consideration organisational climate (Gedro, 2016). Organisational Climate speaks to understanding what the perception of the organisational culture is and considering the impact of those dynamics on one’s wellness (Gedro, 2016). Bessinger (2006) notes that there has been an increase in drives towards employee’s health and wellness. This has become important as research has revealed the inter-dynamic relationship between change and wellbeing, but furthermore the interactive relationship that wellness and change have on one another (Glisson & Green, 2006). Wellness is considered a higher level to wellbeing. Where wellbeing is often related to physical health (Geldenhuys, Gropp, & Visser, 2007). Wellness as a holistic descriptor takes into consideration the ecological structures, financial,

social, and psychological aspects that all impact an individual's overall functioning (Geldenhuys et al, 2007). Similar research on identity and the workplace reiterates the similar constructs. Geldenhuys et al (2007) explore the relationship between psychological wellness and group dynamics. In their research what became apparent is that these aspects of wellness are impacted by their relationship and perception of their work and organisation. However, in light of change research and methodology the question of whether these models actively consider or achieve incorporating wellness becomes debateable (Moller & Rothmann, 2004).

Education is one sector impacted uniquely by overarching corporate drives. The distinctiveness of such is premised on the relationship shared between providing a space between secondary education and skills that are valued in the world of work (Paulse, 2005). In other words, one can depict the tertiary institute as a 'middle man' that is faced with micro social levelled shifts and higher arching macro-economic and political changes (Webb, 2010). The reflexivity of such is the ability for a tertiary institute to be able to embrace those shifts in its curricular by providing an equal and resource syllabus that engages with global and national research trends (Bozalek & Leibowitz, 2014). Furthermore, the educational sector can be seen as one of the main kingpins in the enablement of dismantling past inequality from the apartheid state (Allen, 2003). During apartheid education was one of the many elements that was racially bias (Barkhuizen & Rothmann, 2006). The consequence of such is discursive supremacy inherent in past practice (Quinn, 2012). Thus, the educational sector plays a pivotal role in democratizing discourses (Martin & Roodt, 2008). While equally ensuring international preparedness for students is a priority (Benedict et al, 2013).

The complexities faced by South African academic staff is a topic which has often been studied (Barkhuizen et al, 2014). On a review of literature several elements seem to be linked with these challenges that include but are not isolated to: the impact of stress, job insecurity, change management, competitive scopes in academic environments, burnout, resource scarcity, satisfaction, and lack of career projection opportunities (Barkhuizen & Rothmann, 2006). Furthermore whilst some of these elements are considered normal the implications of such have a direct correlation with ones sense of wellbeing. However, while these is evidentially research exploring these connections the question becomes whether the institution is able to provide

interventions and insight that can complement the unique climate at hand (Jaffery & Qadeer, 2014). In order to implement interventions that can handle and empower this climate should consider both internal and external states (Bergin, 2015).

In light of the later one must then consider the role of the academic in such a complex structure. Academic staff play a pivotal role of supporting student and organisational support (Barkhuizen, Du Plessis, & Theron, 2014). In research by Benedict, Gwija, Iwu, and Tengeh, (2013) they provide an in-depth insight into these traits. In their research they linked the narrative qualitative elements of an academics role to features of resilience as being considered part and parcel to an academics scope. In a paper by Quinn (2012) they consider such and engage with the rhetorical paradoxes academics face between both ascertaining to organisational drives, whilst instituting their own beliefs, and ensuring students receive enhanced insight from those perspectives. Herein lies a critical concept that both the academic and the educational organisation are aim towards providing key insights that equip the student body and merge the preceding gap between secondary and tertiary education. Interestingly, research on the scope of an academics role and positive psychology has presented strong evidence of resilience being a key trait of many South African academics (Barkhuizen et al, 2014). If one must consider the pressure of supplying vital educational support that matches current organisational trends then the trait of resilience as a buffer in managing this pendulum becomes a key construct to consider (Barkhuizen et al, 2014). In light of research by Quinn (2012) what becomes evident is this perplexity of pressure faced by the academic. Therefore, if one considers the complexity of being able to provide in and amongst issues facing the institution itself it becomes critical for the academic to be able to both be agile, and resilient (Benedict et al, 2013).

Furthermore if one considers pace of the modern world, rise in technology, and general day-to-day management has created a prism where change is a constant feature. As a steady-state feature to organisational functioning, one must consider what the impact of change could be likened to individual's subjective state (Arthur & Tams, 2010). If one considers such then the perception of change becomes equally as important in consider the competencies charged into change situations (Chin & Eagly, 2010). Implicitly the nature between one's competency to adapt to change, and one's external resources have an intertwining relationship (Dennis, Erwin, & Garman, 2010). In

relation research that takes into consideration aspects of psychological climate dissect into this relationship (Boudrias, Brunet, Desrumaux, Lapointe, Savoie, & Sima, 2015).

Literature on climate presents two main areas: psychological climate, and organisational climate. While some of the literature argues that the two are complete opposites, others argue that due to its complexity it indeed incorporates both aspects as oppose to treating them synonymously (Gül, 2008). Therefore, this research adopts the perspective of D'Amato & Eisele (2011) who propose that 'climate' is the aspects in an individual's environment that is infused both creating and refurbishing perceptions (D'Amato & Eisele, 2011). This speaking to the nature of perception being a relationship between the internal state, and external matter (Jaffery & Qadeer, 2014). This speaks to the inherent matter between ones subjective state of mind, and subconscious choices, feelings, and emotions. In relation to the organisation this becomes infused in perceptions of the role, organisation, politics etc. Therefore, organisational behaviour is an acknowledgement that positive attributes and individual strengths, actions, and implicit experiences are influenced by organisational objectives (Bakker & Demerouti, 2008).

On the subject of understanding job roles one is directed to exploring research on organisational citizenship, explores the relationship between role expectations, and behaviours, and whether these are enforced by organisational stimuli or is inherent (Culbertson et al, 2010). The exploration of both climate and citizenship presents the notion that experience and perceptions may have an impact on both ones behavioural role, and one's psychological competencies. These elements having a dynamic nature with ones state of wellbeing (Görgens-Erkermans & Herbert, 2013). If one considers that change impacts both the self, the organisation, and impacts dynamics within the organisation it becomes of utmost importance to consider the three as a triad to understanding dynamics of change and the nature of positive wellbeing states in organisations (Buitendach & Simons, 2013). Yet, on a review of literature little evidence was found in the exploration of these three elements in unison. One study by Jaffery and Qadeer (2014) explores the nature of organisational citizenship behaviour, psychological capital, and organisational climate. In their study, they aim to consider climate as a key mediator between these three elements of which they were able to present a positive relationship found between each of the variables. In addition, that the aspect of a supportive climate showed a high correlation with both factors of organisational

citizenship behaviour and psychological capital. Yet, little has been explored in the South African climate, particularly in tertiary institutions.

In light of the change activities that each organisation faces it becomes important to study mediating factors that may impact factors such as resilience (Avey, Nimnicht, Norman, & Pigeon, 2010a). Furthermore, considering the importance of the educational sector, and the complexity the institution faces it becomes critical to explore the dynamic nature of perception, positive organisational behaviours, and inter role activities which are impacted by change. Therefore, considering such it equally is important to further provide research that can assist in the creating of interventions that can aid in unique organisations such as the academic field.

1.2. Problem Statement

A consistent feature to daily operations in an organisation has been change (Louw, Mouton, & Strydom, 2013). Yet, the nature and dimensions of that change is unique to each organisation and it therefore becomes difficult to investigate as a singular concept (Dennis et al, 2010). The source of this change being one related to external shifts such as economical changes, and social and political shifts (Chin & Eagly, 2010). In a South African context, change has not only had economic and market related drives, but equally social and political drives (Bozalek & Leibowitz, 2014). Pressure is further applied with ensuring that the state is globally competitive while readdressing social and political issues (Agarwal et al, 2012). While these elements impact all organisations, the manner in which it impacts each industry is slightly different. The educational industry is an example of the way in which these drives may have a unique impact on an organisation. If one considers that one of the many drives of the educational institution is to adjust past inequalities through educational empowerment, as well as remain and provide a competitive advantage for students through education one can already trace the complexities faced by academic staff (Buitendach & Field, 2011).

Research exploring change within the positivist field explores the relationship between one's personal perspectives that can enable change management initiatives that provide a smoother transition (Augustyn & Cillie, 2008). Exploring the dynamic between the external and internal state poses an important stance to considering wellbeing and infusing such a perspective as an objective in change management proposals and interventions (Buitendach & Field, 2011).

Therefore, considering the latter it becomes vital to contribute to a growing body of research that aims at not just exploring positive states in organisations, but equally poses a lens with which to explore intervention methodologies .

1.3. Research Objectives

This research aims to provide information on positive organisational behavioural approaches in a South African context. Furthermore this study aims at examining unique factors to the educational sector and the impact such has on the academics role. In addition, this research aims to explore: (a) The nature of the educational institute as an organisational entity, (b) positivist stances and change management in the educational environment, (c) provide insight into the benefits of these insights in a South African context, and finally (d) the relationship between perception and internal competencies.

1.3.1. Research Questions:

1. What is the relationship between psychological capital, psychological climate, and organisational citizenship at different tertiary institutions?
2. Does the level of psychological capital serve as a predictor to the level of psychological climate to organisational citizenship behaviour?
3. Does psychological climate act as a mediator of psychological climate to organisational citizenship behaviour?
4. What factors of Psychological Capital load onto Psychological Climate, and Organisational Citizenship?

1.3.2. Hypothesis'

Hypothesis 1: Factors found within the Psychological Climate scale positively correlate with sub factors found on Psychological Capital

Hypothesis 2: Constructs of Psychological Climate positively relates to organisational Citizenship Behaviour

Hypothesis 3: Constructs of Psychological Capital positively relates to organisational Citizenship Behaviour

1.4. Structure of the Research Study

This study will take the following structure:

Chapter 1: Introduction

In chapter one a background, objective to the study, and key hypothesis' are presented.

Chapter 2: Review of Literature

Chapter two focuses on presenting past research and a theoretical framework to the study.

Chapter 3: Research Methodology

Chapter three provides a detailed account on the mythology, sampling strategy, data recording and analysis procedure and strategy.

Chapter 4: Results

In the fourth chapter an account of the findings are provided.

Chapter 5: Discussion

The fifth chapter includes a discussion of the findings as well as conclusions from the data collected.

Chapter 6: Conclusion, Limitations and Recommendations

The final chapter aims at providing a conclusion to the discussion as well as provides recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2. Introduction

In this chapter the objective is provide a theoretical and conceptual outline to the three main constructs studied in this research: Psychological Capital (PsyCap), Organisational Citizenship Behaviour (OCB), and Organisational Climate (OC). The aim of such is to extrapolate and highlight key concepts and constructs that both motivate this research, but also contribute to further exploration between these concepts in relation to higher education institutions. Due to the nature of these three measures, the notion of wellness has been included as a method of conceptually mapping the implicit negotiation of the three factors presented.

2.1. Positive Psychology

Positive psychology aims to challenge the notion of ‘wellbeing’ as simply being the absence of illness, or focusing solely on what is ‘wrong’. Instead, to consider what factors enable a person to prosper. Within the workplace these principles are reverberated in recent practices and focuses on enabling employee with challenging polices on wellbeing in the organisation (Rodríguez & Sanz, 2013). Bakker, Leiter, Schaufeli, and Taris (2008, p.187) state “... psychology has been criticized as being primarily dedicated to addressing mental illness rather than mental ‘wellness’ ”. Thus, the notion of what constitutes ‘wellness’ is obscurely related to recognizing and isolating a lack of illness. Yet, little attention has paid to what is understood as specifically absent (Boudrias et al, 2015). According to Peterson (2009, p.3) “Positive psychology is a deliberate correction to the focus of psychology on problems. Positive psychology does not deny the difficulties that people may experience but does suggest that sole attention to disorder leads to an incomplete view of the human condition”. In addition, Brendtro, Steinebach, and Steinebach (2018) further explores the three pillars suggested in Petersons (2009) research. From this the positive psychology scope can be regarded as:

- (i) Positive subjective experience: This pillar includes wellbeing, flow, pleasure, hope, happiness, positive emotions and optimism.

- (ii) Positive traits: This pillar encapsulates talents, creativity, values, wisdom, meaning, purpose, growth, character strength and interests.
- (iii) Positive institution: This pillar mediates the first two and promotes ‘flourishing’.

From a positivist framework, the focus on flourishing and building a person’s strength surpasses managing ‘weakness’ (Luthans, 2002). This movement simply stated is the focus on identifying and developing strengths of individuals that enable them to thrive and develop (Buitendach & Field, 2011). The emphasis on ‘Flourishing’ echoes the concept of ‘wellnesses discussed in this chapter.

Csikszentmihayli and Seligman (2002, p. 10) further such a concept and note in their research that “human strengths act as buffers against mental illness, courage, optimism, faith, hope, interpersonal skill and the capacity for insight”. Considering the latter this proposes that wellness and physical aspects of wellbeing have a complex and dynamic nature. Furthermore, that one’s internal state has a correlative value with physical aspects of wellbeing (Avey, Luthans, Palmer, & Smith, 2010b). In relation to organisational change and wellness programs this could be of value to consider for human capital strategies (Lewis, 2011). Investigating the relationship of individual strengths and change proposes a new perspective into wellness, change management, and employee engagement and satisfaction (Babacock-Roberson & Strickland, 2010).

Research on positive organizational behaviour has often noted the value of competencies such as resilience and agility (Culberston, Fullagar, & Mills, 2010). This has placed an importance on identifying and understanding such factors in relation to strategic planning (Agarwal et al, 2012). Identifying these factors particularly in relation to wellbeing becomes vital (Field & Louw, 2012). But in order to do so one should take a three dimensional approach that adopts the consideration and relationship between environmental factors on perception and personal factors (Field & Louw, 2012). This perspective becomes vital in relation to the value and predictive ability a practioner can make when successfully auditing and implementing change, empowerment, and wellness strategies (Chin & Eagly, 2010). Research exploring such will enable practitioners to identify agility and resiliency states, but in addition be able to identify potential hurdles, and developmental areas (Cadwallader & Parish, 2008). Therefore, incorporating such in the spectrum of research

perspective and organisation behaviour becomes imperative because such would imply that positive perspectives and positive internal states such an intuitive relationship.

2.1.1. The Broaden- and-Build Theory of Positive Emotions

This research adopted the theoretical lenses of the broaden-and-build theory of positive emotions. Fredrickson (2013) broaden-and-build theory aimed towards exploring factors beyond simple models, and instead proposed further insight into the functionality of building personal resources and resilience (Cohn & Fredrickson, 2010). The epistemological proposal is that when individual have a greater experience of positive emotion their capacity to broaden and enhance cognitive strategy, and engage in higher order thinking motifs. This extends into being more flexible to when it comes to change, and this extends to both negative and positive emotions.

On a review of literature there appears to be several congruent themes in the utilisation of the theory. Elements such as studying interest, exploring, joy, identifying happiness, and satisfaction. A study by Bakker and Schaufeli (2008) on engagement and flourishing in an organisation highlights the increased appraisal dimension and the link between that factor and aspects of motivation and mastery. Furthermore, studies by Cohn and Fredrickson (2010) seem to assert that if one considers the broaden-and-build theory there is a secondary proposition that with positive states, there is maintenance of that positive effect. With longevity of such a state, having a continue improved effect on positive emotional maintenance. Furthermore, the influence of prolonged positive state is being in signs of a broadening attention span, and capacity for agile behavioural traits (Cohn & Fredrickson, 2010). This further suggests that the ability to develop internal resources has a higher durability. This being due to the integral nature that building internal resource has in producing a building block effect. Whereby, each factor does not stand independently, but as one factor that builds onto the next.

If one explores the literature on the broaden-and-build theory, much can be broadly linked to concepts of adaptation, development, exploration of creativity, and a growth of resources (Cohn & Fredrickson, 2010). An example of this in the academic scope may be in light of finding solutions in difficult situations or exploring a variety of method has to ensure up-to-date study material etc. In research exploring the utilisation of the broaden-and-build theory Falkenstern and Schiffrin (2012) were able to attribute three cognitive impacts from positive emotional states

cognitively, there was a greater span of problem solving skills, understanding higher order concepts etc. Furthermore, individual who had practised behaviours that are more positive seem to equally have a greater ability to make interpersonal connections (Falkenstern & Schiffrin, 2012). This level of social engagement and development seem to have had an equal impact on developing fine motor skills and stamina (Falkenstern & Schiffrin, 2012). In reference to the broaden-and-build, theory therefore proposes that positive emotions can have an improved effect on emotional wellbeing (Luthans & Yousseff, 2007). In addition, those specific positive emotional factors have the ability to produce or broaden an individual's social and psychological resources, and an individual's thought-action traits (Buitendach & Simons, 2013). There have been a vast inclusion of such a theory in positive oriented studies, as constructs used within methods such as PsyCap are state-and-trait like, these dimensions having a developmental aspect (Görgens-Erkermans & Herbert, 2013). Equally, if one considers the proposal from the theoretical framework there is the aspect of the environment of the individual having an equal impact on overall personal resilience, and interpersonal relationships (Koene, Soeters, & Vogelaar, 2002). Therefore, what becomes important to frame is the aspect of Positive Psychological Behaviour in order to ground the epistemological value in this study.

2.2. Positive Psychological Behaviour (POB)

POB explores the relationship between individual strengths, abilities, and future capabilities (Lebsack, Lebsack, & Luthans, 2008). The difference between positive psychology and POB is that POB applies directly to an organisation, and recognizes the impact that work and the workplace has a major impact on an individual's wellness and state of reference (Luthans & Youssef, 2010). Positive Organisational Behaviour, is "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace" (Church & Luthans, 2002, p.59). Positive organisational behavioural proposes to fill the void between positive psychological theory and organisational behaviour (Lewis, 2011).

2.2.1. To Measure Positive Organisational Behaviour (POB) & Concepts of Wellness

The Positive Organisational Behaviour (POB) stance conceived "as the study and application of positively oriented human resource strengths and psychological capacities that can be measured,

developed, and effectively managed for performance improvement in today's workplace" (Lebsack et al, 2008, p.220). A measureable set of criteria should be established to study POB methodology. In this regard Avey, Avolio, Luthans, and Norman (2008, p.542) provide an in-depth definition for outlining:

- i. "grounded in theory and research;
- ii. Valid measurement;
- iii. Relatively unique to the field of organisational behaviour;
- iv. State-like and hence open to development and change as opposed to fixed trait;
- v. Have a positive impact on work-related individual level performance and satisfaction"

If we consider such in relation to the current study the three constructs- PsyCap, OCB, and OC fit the criteria. Furthermore, Positive Organisational Behaviour (POB) has become an evident factor in many organisational policies (Bakker & Schaufeli, 2008). The identification of a need for a support on organisational ethics, values, and beliefs to many extents aligns with an organisational culture objective (Dennis, Erwin, & Garman, 2010). The support on the impact on introducing POB aligned methodology has gained significant interest. Researchers such as Strümpfer (2013) support such methodologies and argues that these approaches are more suitable for approaching complex organisational strategies due to the implicit nature of POB. In doing so, this has created flexibility for organisational interventions and as such can complement a complex organisation dynamic (Strümpfer, 2013).

Recommendations by Barkhuizen and Du Plessis (2012) echo similar subjects in their opinion the POB stance could be critically important in a South African setting where the development of employment equity, multi-cultural relationship, and constructs of agility are highly important. Research using POB in South Africa has encapsulated a wealth of research the positively engages with such notions. In a study by Luthans, Van Wyk, and Walumbwa(2004) exploring POB and leadership explored the capacity of positive change in a South African climate, however that such a solution required a stretch beyond Financial and political solutions. Instead, such should consider social perspectives within such are embedded perspectives of POB (Luthans, et al, 2004).

Considering wellness in this perspective refers to the imbedded dynamic between financial and political implications, but not without considering social benefactors and implications. Interestingly, this equally suggests that not only does one require the internal competencies that enable POB, but also that such is equally cultivated by and through an organisation (De Klerk & Stander, 2014). However, this research proposes an extended perspective on wellness, which is that of climate and citizenship.

POB strategies and wellness in theory hold similar primary factors. One of which is the perspectives on wellness whereby wellness must pertain to all aspects that may influence an individual's perspective (Boudrias et al, 2015). While it is fair to argue that internally there should be experienced traits that enable and affect a person is their environment also impacts perspective, this perspective. Research often relates this to organisational culture (Eisele & D'Amato, 2011). However, recent studies on organisational climate propose a secondary lens to rely on in regards to POB and wellness. That of Climate, which considers the impact of perspectives, experienced within the organisation on PsyCap traits (Jaffery & Qadeer, 2014). This in theory should relate to state like the one aspects presumed in PsyCap. However, a third triad is equally necessary to consider particularly as organisation rely more on team methodologies. That is of citizenship. The implicated relationship between one's sense of positive capabilities may not simply be related to just trait like aversions, but instead should be considered as one saturated in perspectives that challenge PsyCap traits (Jung, Kyung, & Yoon, 2015). However, in order to understand such an agreement an emphasis on understanding the construct of wellness. The question therefore becomes one that requests a philosophical consideration. If one has to reflect on what elements constitute to someone's state of experiencing 'wellness', then one must not go without considering the definitive elements that define what that could potentially mean.

2.3. The Philosophy of Wellness

The focus of Positive Psychology is to consider those elements both internal and external to an individual that have an impact on their level and experience of functioning (Biron & Karanika-Murray, 2015). Quintessential to 'functioning' underpins 'Wellness'. Researcher such as Culbertson et al. (2010) propose that understanding wellness goes beyond recognizing illness, but instead it is the interrelations between all elements to an individual's psyche including the environmental, psycho social, economic, and political. Therefore, to consider 'wellbeing' is not

simply to retract what is not, but instead what is present and to some extent predict the implication of aspects presence (Geldenhuys, Gropp, & Visser, 2007).

Conceptually 'Wellness' has no collective definition that has been globally accepted (Schoeman, 2012). Therefore, what underpins the concept of wellness is rather vague. However, a recommended perspective is that wellness encapsulates a person's capacity to improve the quality of their life (Geldenhuys et al, 2007). By quality of their life this can include improving their psychological or physical health, and this can include both their own or others health (Geldenhuys et al, 2007). Therefore, 'wellness' is the goal of flourishing (Rodríguez & Sanz, 2013). However, due to the ambiguity of the understanding of 'wellness' a conceptualization that may aid to its description is "a multidimensional state of being describing the existence of positive health in an individual as exemplified by quality of life and sense of well-being" (Corbin & Pangrazi, 2001, p. 3). Similar definitive insight is provided by Baldwin, Datta, Towler and Oliver (2017). In their study on liberal arts students and wellness they presented a compressive understanding to the concept of Holistic wellness that is underpinned by Hettler's (1984, as cited in, Baldwin et al, 2017, p.2) model. This model provides a six dimensional approach of behaviours that underpin wellness. Those six dimensions include: "*Physical Wellness* (e.g. diet, exercise, sleep, smoking, alcohol use, and personal hygiene), *Emotional Wellness* (e.g. self-identity and self-esteem), *Spiritual Wellness* (e.g. sense of peace and connectedness with the universe), *Social Wellness* (e.g. sense of community and social support), and *Occupational Wellness* (e.g. job satisfaction), and *Intellectual Wellness* (e.g. creative stimulating mental activities)". Stanford University preformed a number of qualitative studies that identified 10 common phrases individuals used when describing wellness, the main research Dusheck (2016) those ten were outlined Lifestyle, physical health, purpose, sense of self, finance, spirituality , creativity, relationships, and resilience. However, occupying such dimensions presents a challenging aversion for organisations as such would present a vast diversion from current practice.

Ontologically, the concept of wellbeing is connected to the utilitarian psychosocial perspective. Utilitarianism proposes that good and bad acts are part and parcel to participating in those acts. However, this notion has been further divided into two branches of Utilitarianism: Hedonic and Eudemonic perspectives (Henderson & Knight, 2012).

The differences between Eudemonic and Hedonic states is that eudemonic is considered a subjective stance, where hedonic is related to objectivist's factors to living a good life (Estes & McMahan, 2011). The hedonic perspective is often related to the pain/pleasure principle where wellbeing is the ability in fulfilling what brings pleasure to that person. Alternatively, eudemonic is related to receiving satisfaction from the collection of good actions (Henderson & Knight, 2012). However, the relationship between these two perspectives presents an important notion for organisations to consider: the impact of eudemonic actions in offering hedonic incentives (Henderson & Knight, 2012). Research on wellbeing in the workplace, often adopts Eudemonic perspectives in the application of interventions for the workplace (Estes & McMahan, 2011). However, researchers such as Estes and McMahan (2011) argue that the two should be placed in tandem to one another. This being the relationship between hedonic and eudemonic philosophic to wellbeing. Estes and McMahan (2011) argue that while these two philosophies are considered totally abstract to one another, they should be considered in tandem when exploring wellness initiatives.

Whilst the philosophical exploration is one aspect, one must also consider the theoretical and practical principles within its definitive dexterity. Many approaches have been developed, but each focus on a different perspective of 'wellnesses. One of the many approaches is Hózhó, which is a complex philosophical stance that integrates an understanding of the nature between thoughts and actions (Kahn-John & Koithan, 2015). What is interesting in this view is the fundamental, and challenging ideological stance that integrates both the state of wellbeing, and a way of living. In research looking at the Hózhó philosophy and integrative nursing. In this study by Kahn-John and Koithan (2015) their examination of this philosophical premise in American Indian/Alaska Native cultures provides an interesting and in-depth look at the ways in which the western idea of 'wellbeing' should be challenged, but equally how western ideological stances of health care could require these principles in providing more integrative and holistic healthcare. Thus, the notion of 'wellnesses is not necessarily a fixed state, but an ongoing sense of fulfilment (Kahn-John & Koithan, 2015).

However, while the idea of 'wellness' has had many reviews within the health scope, one must question the fit within a workplace setting. Studies by researchers such as Beal, Cole, and Stravos, (2013) explore the benefits of adopting positivist approaches in human capital and organisational

practices. These insights provide valued objectives when applied to micro-intervention planning and best practice (Islam, McMurray, Pirola-Merlo, & Sarros, 2010). Studies like that of Henderson and Knight (2012), debate the use of the philosophical grounding in an organisational setting. As reviewed earlier some believe the two branches are unique, yet others argue the value in its polarities. If one considers the complexity of objectifying pleasure and satisfaction variables without considering the subjective states (Els, Pienaar & Sieberhagen, 2011). However, being able to take into consideration philosophical debates one can consider climate as a mediatory factor. Therefore, the backdrop of understanding the philosophical framework is paramount to encapsulating the 'Broaden-and-Build' Theory (Cole, Daly, & Mak, 2009). In relation to the theory of broaden- and-build theory of emotion there is the later hedonic factors that become evident. Studies adopting the broaden-and-build theory of emotions have shown that the action and consciousness of positive emotions has direct correlations with adopting a broader perspective, a deeper sense of the self, growth of personal resource and acts as a buffer to negative emotions (Amini et al, 2012).

The past several decades the aim of psychology was to enable a structured definition for pathology and in doing such a parallel between behavioural anecdotes and illness was pinned against one another (Rodríguez & Sanz, 2013). However, this pathological model focused on pathological remedy. The focus being on returning one to a state of 'normality'. This 'returning' usually being centred on an approach that disseminates whatever is causing the illness (Culbertson et al, 2010). In other words, undergoing surgery, taking medications etc. to regulate or return one to a 'normal' state. Whilst this being valuable it isolates one area to a person's wellbeing (Estes & McMahan, 2011). Controversy, such a model predicates a focus on abnormality and adjustment over components of flourishing. The nature of these treatments enable such as persons seeking treatment are passive in this approach requiring a 'cure' (Baldwin et al, 2017). The approach in counselling interventions seems present, as the goal is to identify and prescribe or eliminate something with a 'cure' (Bergin, 2015). However, one should not disenfranchise such as being 'negative'. Such treatments are valuable and in many cases do enable flourishing. However, from a POB perspective the emphasis is on moving away from a pathogenic paradigm. In other words, interventions for organisation took a similar agenda – diagnosis, treat, and cure. This not necessarily advocating a secure intervention resolution. Thus, the focus should consider humans as a centre for potential. Similar to objectives in counselling where goal is not focused on resolving

or curing one aspect, but instead should aim at the implication of developing and recognizing individual strengths.

2.3.1. Work Wellness

The conceptual link from POB in practice is considering the inter-connectedness between positive organisational outcomes and individual traits that enable moral organisations (Haidt & Keyes, 2003). Avolio, Luthans, and Youssef (2007, p. 774) state “what is good about life is as genuine as what is bad and therefore deserves equal attention”. This perspective becomes vital to take into consideration when reviewing and understanding the relationship between work wellness and Positive Organisational Behaviour (Avey, Luthans, & Mhatre, 2008a).

Research on wellbeing and work reveal something apparent – that someone of good health is expected to perform more productively, and co-operative ways and are more likely to be committed (Bakker & Schaufeli, 2008). Yet, research using a POB approach has isolated such being on the contrary. That in fact levels of absenteeism; burnout correlated with aspects of personal resilience, hope, citizenship etc. (Boudrias et al, 2015). However, interventions in organisations have often focused on wellbeing and not wellness. However, in order to do so the application of POB would need to quantify psychological capacities and competencies that are developed. Thus, work wellness ties the applicatory component between POB and the construct of wellness. Conceptually, Work wellness can perspicuous be understood as - encapsulating growth and feelings of purpose, and mastery (D'Amato & Eisele, 2011). This also including developing quality relationships and having a positive relationship with others. However, enabling such an approach within an organisation is rare (Islam et al, 2010). Often wellbeing programs focus on physical health, yet ignore holistic health (Els et al, 2011). The endorsement of work-based programs that aid offer assistance in identifying personal issues employees experience and offering support for stressors in their lives is an example of a holistic program (Els et al, 2011). However, while there are organisations that offer holistic interventions there is still stigma associated in participating in these types of programs. Research looking into reasons behind non-participation of wellness programs alludes to findings that indicate a negative perception of holistic health philosophies and discourses influencing participation (Biron & Karanika-Murray, 2015). What becomes aversive is that research on POB approaches has significantly shown a relationship

between a rise in POB and positive work outcomes such as lessor absenteeism (Boudrias et al, 2015).

In South Africa, Occupational Care South Africa (2014) records that in 2014 on average the economic impact of approximately R12 to 16 billion annually was due to absenteeism. This not taking into consideration compensation for Trauma or stress that contributes 80% to total worker claims, and grievances amounting to 65% being associated with psychological issues (Machingambi & Wadesango, 2011). In a study by Machingambi and Wadesango (2011), they explore the nature of absentees in a South African state. This study highlighted that often absenteeism had higher correlations with personal events than any other factors (Machingambi & Wadesango, 2011). Furthermore, research exploring methods of combating absenteeism echo similar concerns. Studies such as that of Moller and Rothmann (2004) which have studied the impact of holistic approaches was able to quantify a decrease in substance abuse, increase in satisfaction, and role involvement. Furthermore, studies examining health vs. wellness programs further object to similar revelations where wellness initiatives have the ability to contribute positively to financial returns, insurance, overall citizenship, and job related wellness. The need for implementing such programs becomes overtly evident (Boudrias et al, 2015).

While the value of introducing wellness programs is evident is it important to consider work-wellness modelling. Theoretically, there are many theories that view imploring wellness in different methods. One theoretical perspective is the theory of Fortology which is a South African concept introduced by Strümpfer (2013). Such a theory conceptualizes wellbeing as relating to one's broader worldview (social discursive perspective) of vitality. Valued studies relating to this theory have developed research that explores the positive relationship between ones locus of control and the impact such has on negotiating negative work behaviours (Islam et al, 2010). Similar to such is that of the Broaden-and-Build theory, which argues that there is a positive relationship between one's emotional wellbeing, and state of positive emotions (Fredrickson, 2013) This also having a relationship with a person's 'thought-action' traits (Fredrickson, 2013). In relation to this research, the Broaden-and-Build Theory becomes of utmost importance as the implicit nature between experience, perception, and action is trivial to the overall model. Studies such as that of Botha, Redelinghuys, and Rothmann (2018) examine the sense of emotional coherence, coping and engagement with aspects of burnout. This study being able to correlate a

predictive value in the level of resilience having a predictive value towards a person's ability to cope positively (Botha, Redelinghuys, & Rothmann, 2018). This relating to the aspect that one's own resource of coping enables one to cope positively and buffer against burnout. Yet, various studies on job satisfaction and aspects of internal or external locus of control seem to present a varied collection of results (Löwenbrück, Paech, & Schindler, 2015). However, research. In contrast, research considering the aspect of locus of control in the workplace and the extent that it can be developed provides constructive insight (Baillien, De Cuyper, & De Witte, 2010). This being encamped through participation in initiatives in the organisation, or implicit cultural aspects. This study equally was able to demonstrate a positive statistical relationship between locus of control and acceptance of self and others (Baillien, De Cuyper, & De Witte, 2010). Herein lies an important stance- whilst many studies have focused on the relationship between positive states and wellbeing, less have been concerned with context.

Context is vital, as while there are inherent features to a person's personality scope there nevertheless are circumstances, which negate behavioural aspects to that personality (Zhu, 2013). Additionally, there are circumstances, which affect the personality, and become ingrained perspectives (Zhu, 2013). This proposes the subjectivist branch of wellbeing where by internalized resources impact external actors, whilst equally impacting the self (D'Amato & Eisele, 2011). This introduces the correlative conceptual relationship between the self and others. Furthermore, to what extent this can be applied and in what manner. This research has included the aspect of the impact of change as extensive research has indicated that change is one of the most predictive stressors that organisations face. As a constant feature, it is important to consider the manner to which POB may interact and to what extent it can contribute valuable insight.

2.4. Positive Psychological Concepts

This next section aims at unpacking the three approaches to this research. Psychological Capital, Organisational Citizenship behaviour, and organisational climate. Furthermore, this section aims at unpacking each of the approaches, and providing a theoretical framework and rebuttal to its use.

2.4.1. Psychological Capital

Psychological Capital (PsyCap) has a well-researched framework, one which highlights the positivist position (Görgens-Erkermans & Herbert, 2013). PsyCap aims at exploring two main

components of behaviour. The first is what is inherent and the second is one which is a response to environmental factors (Amini et al, 2012). These two aspects are considered impinging upon one another. Furthermore, that whilst there are traits that are inherent, there is equally elements that are developmental (Cole et al, 2009). Avey et al, (2008a, p.542) as a construct that stands to be collective in nature, it can be characterized as a state of consistent development that can be understood and categorized as:

- a. Being confident (Self efficacy)
- b. Having a positive outlook about the future (Optimism)
- c. Being consistent in the pursuit of their goals (Hope)
- d. Not letting setbacks impact the outcome (Resiliency)

Importantly in the construction of the PsyCap model there were many other attributes considered such as emotional intelligence, wellbeing, courage etc. However, what the inclusion of state-like traits is what is critical to the measure (Avey et al, 2008a). These equally qualifying as having the most attributable elements for POB. Arguably, these state-like elements have the capability to develop or grow (Barkhuizen & Du Plessis, 2012). Research using the measure has ascertained that the combination of these factors have a higher predictive value on performance, absenteeism, and employees level of satisfaction. Lewis (2010) highlights that in many POB research studies what becomes particularly interesting the nature to which PsyCap loads onto constructs and relates to elements like commitment.

PsyCap has four main components: self-efficacy, optimism, hope, and resiliency (Görgens-Erkermans & Herbert, 2013). Research by Avey, Luthans and Petera (2008b) present the significant relationship found between the ability PsyCap has in measuring both action and personality related components. This can provide valuable insight for organisations as it acknowledges the complexity of behaviour as not being solely inherent, but having equal reactionary and developmental components (Buitendach & Hansen, 2015). As a measure it has been captured as both being a means of measurement and assessment. In other words, PsyCap has a versatility in being able to provide an insight and if used correctly also provide a predictive elements (Luthans & Youssef, 2010). The intertwining nature of such proposes a secondary aspect to PsyCap. This aspect is that PsyCap carries both an interactive, and self-reflective modality. On

one hand there is the inherent aspect which seeks to theories on trait, whereas the reflexive aspect speaks to state like modalities (Buitendach & Field, 2011).

2.4.1.1. PsyCap as a state-trait theory

Studies drawing from the PsyCap methodology have distinguished the uniqueness of the method. This being the versatility of the PsyCap capturing both state and trait competencies (Culbertson et al, 2010). The theoretical framework for trait and state theories has often proposed that being able to study such components they would do so separately (Cole et al, 2009) yet, considering behaviour the one seems like it cannot exist without the other (Buitendach & Simons, 2013). Research in the past decade has suggested that trait and state should replace categorical facets (Avey et al, 2010a). Whilst some competencies remain relatively stable, others develop with time and with experience (Llorens, Salanova, & Schaufeli, 2011).

Conceptually, state components are considered reflexive models of behaviour that can be influenced by context as well as be developed (Islam et al, 2010). An example of such could be a concept such as ‘confidence’ which is a construct that can be developed over time (Avey, Avolio, Luthans, & Norman, 2007). However, conceptually positive states are considered momentary and resourced through behavioural actions i.e. pleasure, or satisfaction (Avey, Luthans, & Wernsing, 2008c). Alternatively, traits are related to relatively stable aspects of one’s personality (Avey et al, 2008b). An example of such could be ‘optimism’ which can be contextual, experiential, or inherent in a person’s personality. Positive traits are considered components that relatively stable characteristics (Cole et al, 2009). This, is the core complexity and value that PsyCap gains and resources the state and trait like continuum (Cole et al, 2009). Research by Ahmed (2007) explores each of the four constructs and the ability of each of them to develop with time and experience. Such a construct like self-efficacy studied extensively by the likes of Bandura and Locke (2003) become relevant. In Banduras’ experimental research on bobo dolls they were able to show how aspects of self-efficacy have developmental competencies that develop through social learning (Bandura & Locke, 2003). Further studies by Carver, Scheier, and Segerstrom (2005) explore the relationship of optimism and motivation. In their research they highlighted this continuum through showing the manner to which each aspect builds off one another, and equally is impacted by contextual variables. In relation to organisational change, this becomes of utmost importance to include, as research on change management has often proposed concepts such as agility being vital

to personal resource (Chin & Eagly, 2010). Therefore, for the purposes of this research being able to translate the trait and state like capabilities having a contextual impact. In this next section each of the sub factors are explored.

2.4.1.2. Hope

Hope is one of the factors included on the PsyCap assessment. This construct is often related to goal oriented behaviours (Snyder, 2002). The link between the two has been related to the fact of motivation being a mobilized action to hope orientation (Buitendach & Simons, 2013). In other words, hope is the ability to perceive, and identify a positive outcome (Buitendach & Field, 2011). Research by Luthans and Peterson (2003) explored fast-food manager level of hope in relation to job satisfaction, retention, and financial performance and found that there was a strong correlation between each of these factors. This implies that hope has a behavioural and state like mobility about its dexterity (Luthans, et al, 2004).

In similar research by Larson and Luthans (2006) explored the relationship between organisational commitment, happiness, satisfaction, and hope. In their study, they were able to indicate that hope again had a strong and significant relationship with each of these factors. In addition, research by Buitendach and Field (2011) were also able to demonstrate a significant relationship between factors of engagement, happiness, commitment and hope in educational institutions in South Africa. Each of these studies conclusively propose that hope as a factor has behavioural intentions, and the ability to perceive and identify a positive outcome both needs an environmental feature, and inherent ability.

Avey et al (2007) propose that hope has the ability to be developed. This developmental aspect was related to an individual's willpower and determination to achieve an outcome. This ability develops paths in an individual's competency that continues to develop as well as can act as a buffer to obstacles faced. Through their study they were able to identify several behavioural features to developing hope in individuals.

The first of which was goal setting. Theoretically, the activity of goal setting is a behavioural anecdote of hope. But this aspect equally can develop hope in a more controlled method. Furthermore, the method of goal setting as an activity again endeavours the functionality of hope. Secondary to creating goals, is the ability to further those goals on completion. In other words, the

ability to stretch those goals become part and parcel to such. The ability to develop, grow, and edit those goals requires higher levels of involvement and decision making that requires an engagement and delegation. Enabling and developing hope also requires a reflexive mechanism which can also contribute to the motivation competency of hope. Finally, the ability to review their own goals, the achievement of such and areas of improvement are each important concepts that enable the development of such a construct like hope. A study by Luthans and Youssef (2010) who developed a program to enable hope in a sample set of managers took such steps into their program. They were able to generate their own pathways in not only identifying methods of achieving their goals, but also methods of buffering against achieving goals (Luthans & Youssef, 2010). In their study they were able to successfully show that after the training each participants hope competency had significantly developed (Luthans & Youssef, 2010).

2.4.1.3. Resilience

The construct of resilience is connected with the ability to adjust or the ability to overcome adversity (Luthans, Lester & Vogelsang, 2006). However, considering the ability to overcome adversity such requires a proactive component that requires learning (Görgens-Erkermans & Herbert, 2013). Studies have shown that the ability to adjust and cope in difficult situations is one that is developed through experience, and such is valuable competency in constantly changing states (Avey et al, 2008c). In ability to develop resilience has been linked to concepts of risk and focused based strategies with a high conceptual link to coping mechanisms (Jung, Kyung, & Yoon, 2015). Whether resilience is a state or trait like competence is one which has been extensively argued as it could both be inherent or impacted by experience (Avolio et al, 2007). An example of such would be taking into consideration an activity such as goal setting. An individual could develop the resilience to continually pursue a goal regardless of any setbacks. This persistence can be developed or one which is inherently willpower. Furthermore, research by Frazier, Gavin, Gooty, Johnson and Snow (2009) considered the influence of others resilience in team based settings. From their research it could be assumed that while resilience can be an individual trait, it equally could be circumstantial and influenced by others. This could imply that the climate that one is found in may have a direct relationship to the ability to be resilient ((Frazier et al, 2009).

2.4.1.4. *Optimism*

Optimism, which is often defined by its opposite definition of pessimism can be understood as a positive outlook to events that can both be temporary, situation specific, or a permanent state of mind (Buitendach & Field, 2011).

In order to ground an understanding to optimism Carver, Scheier, and Segerstrom (2005) propose that optimism is the ability to reflect and utilize experiences that inform perceptions of an outcome. Similar to prepositions of Seligman (2002), the father of positive psychology who in his writings highlights this reflexivity as critical in achieving optimism. However, within the literature there are two waves of thought. On the one hand optimism is considered an inherent competence, whilst the other refers to optimism as the ability to draw from past experience (Martin & Roodt, 2008). Furthermore, Seligman (2002) argued that it is both, and that both require an action variable whereby its one aspect to imagine a positive outcome, it is another to seek it. This performative aspect has had many links with performance studies which has shown that higher levels of optimism and performance seem to go hand in hand (Llorens et al, 2011). In addition, that optimism is equally vested in concepts such as problem solving as it requires anticipation of outcomes and an inherent prediction to what the outcome may be.

The understanding of what underpins Optimism is not necessarily just a positive outlook, but an account of negative and positive elements and events, and have the ability to see beyond what is purely negative (Luthans & Youssef, 2010). Avey et al (2010b), relay similar concepts and refer to optimism as the ability to accesses present and past events with a somewhat agility to seek the future probable outcomes. Furthermore, that the ability to become/remain optimistic entails reflexivity in conjunction with the ability to see positive outcomes. The element of reflexivity becomes important here as Avey et al (2008b) propose similar concepts in relation to cultivating positive organisational behaviour. In their view they assert that optimism is something that can be developed. This developing process requires a diligence to view prior events, which seeking out opportunities. According to Lebsack et al (2008) there are three basic elements which become crucial to the later statement. These three elements are referenced as ‘types’ or optimism the first is overcoming past obstacles and difficulties, an gratefulness for current situations, and the ability to seek future prospects (Carver, Scheier, & Segerstrom, 2005).

However, it becomes important to understand its vitality in relation to the organization. In this sense Lebsack et al (2008) studied the concept of flexible optimism this refers to the ability to bounce back from tribulations. In their research they claimed that individuals who in their terms were rated as ‘optimistic’ appeared to share distinguishable traits. These traits were related to higher levels of enthusiasm, satisfaction, confidence, and diligence (Lebsack et al, 2008). In a study on change by Avey et al (2008c) they were able to demonstrate correlative relationships between optimism and individual change management. Furthermore, their study was equally able to dispute that higher levels of optimism equally contributed to satisfaction, and organisational commitment. In a similar study on nursing roles found similar correlative values and drew conclusions on performance, and turn over levels having direct correlative distinctions with optimism (Dlodlo & Mafini, 2014).

2.4.1.5. *Self-Efficacy*

The construct of self-efficacy is considered as one’s own perception of their ability (Pajares & Usher, 2008). This aspect of confidence is what in literature has been underpinned as one of the core conceptual components to understanding the nature of self-efficacy. Additionally, it is the belief, that one has the inherent competencies to achieve what is objectified (Bakker & Schaufeli, 2008). Research by Bakker and Schaufeli (2008) highlight key conceptual ties between performance and levels of self-efficacy. In their research they were able to demonstrate the influence self-efficacy had on group-think behaviours. Importantly, that self-efficacy is dynamic as while it is inherent, it too is a mechanism that can influence others beliefs in their own abilities. Research by Avey, Mharte and Reichard (2011) highlight the significant and dynamism of self-efficacy. In their research on change, they demonstrated how ones inherent self-efficacy has a correlative relationship with levels of coping mechanism. Furthermore, that higher levels of self-efficacy are related with higher levels of being able to better handle stress. Therefore, such a concept becomes critical, but can be understood as both a trait and state like concept. Research by Avey et al (2010a) demonstrate such an understanding as in their research they were able to highlight higher self-efficacy scores with goal directed behaviour. Interestingly, research by Luthans and Peterson (2003) seem to add to the significance of self-efficacy as a dynamic construct, as they explored elements of forecasting and intra team and leader behaviours. What become evident from their study was the intra-dynamic aspects of the self-efficacy construct as

both individualistic and having an impact on group dynamics. Furthermore in their research they suggested that aspects of a leader success seem to impinge on levels of self-efficacy. This proposing that one's inherent belief has a correlative value both with the impact it may have on others, as well as your own commitment in the belief of your strategies success (Luthans & Peterson, 2003).

2.4.1.6. Criticisms of PsyCap

As an assessment tool, PsyCap has received much criticism for its cost and timeliness to use (Buitendach & Hansen, 2015). Additionally, one must consider the impact of this instrument from a multi-cultural perspective. While its ability to apply across cultures have been widely debated Gørgens-Ekermans, and Herbert (2013) found that the internal validity of PsyCap is both complimentary but can apply across cultures. It however still needs further adjustments to reliability and lingual related issues. Considering its influx in use over HR practices this is seemingly a positive accomplishment for PsyCap (Gørgens-Ekermans & Herbert, 2013). However, its utilization has also come under scrutiny (Gooty, Little & Nelson, 2007). Writers such as Gooty et al (2007) have alluded that one aspect is that of value in perception that can illicit outliers through different understandings of the concepts. Additionally, studies have indicated no significant differences indicated between subjective (e.g. Self-rating) and objective (e.g. scales figures) and measure of performance (Gooty, Little & Nelson, 2007). Luthans and Youssef (2010) have also critically stated that the psychological capacities highlighted in PsyCap may not be the only constructs that determine capital and more research is needed to add to the current model.

In conclusion, in terms of coping styles and organisational change the PsyCap measure has shown promising responses and aspects on (a) assessing levels of capital, but (b) as a measure that to be applied for micro-intervention purposes (Avey et al, 2010a). Its inherent epistemological emphasis between state-trait negotiations is a promising and beneficial insight for the workplace. Whilst resilience can directly relate with coping mechanisms, it is not only instrumental on its own (Avey et al, 2011). In fact, it is the synergy between elements that holds its value. Yet, even though the suggestion resides there is still little research directly linking these subjects.

2.4.2. *Organisational Citizenship Behaviour (OCB)*

Organisational citizenship behaviour (OCB) is activities and behaviours that exceed job descriptions (Organ, 1997). However, this was slightly more reformed to instead be understood as “performance that supports the social and psychological environment in which task performance takes place” (Organ, 1997, p. 95). These are behaviours that exceed their job expectations, but that positively support the organisations success i.e. supporting one another (Boudrias et al, 2015). This scale is constructed and outlined into four constructs: autocratic, carrying, supportive, and collegial. These speak to different experiences and methods that exceed and add value outside of the job description.

Extra-role behaviours are common in organisations (Zhu, 2013). Therefore, OCB oscillates around the understanding that someone intertwines organisational objectives with internal resources (Jaffery & Qadeer, 2014). This occurring outside of any monetary incentive agreement (Avey et al, 2011). Providing a reward outside of financial gain proves a complex task. However, research has provided insight that while financial gain is one of the larger reward motifs used, practices such as acknowledges, and awards host the same impact. An example of OCB’s in action would be colleagues helping other colleagues meet their goals but at the sacrifice of their own time (Islam et al, 2010). However, critically one must consider and separate someone’s organisational behaviours and their own resources vs. unvoiced expectations from the organisation. Therefore, here we discuss the noting of ‘Helping Behaviours’ to provide a succinct link and description. Helping behaviours is the willingness to help others at the expense of one’s own resource (Alarco, Gomes, Neves, & Paixo, 2014). This would imply characteristics such as altruism, peace-making, and cheerleading. In other words, these are supporting behaviours.

If we consider change, and drawn upon the understanding that the extent to accept change is equal to an individual’s level of acceptance of that change, then equally one must consider how this may impact these behaviours (Beal et al, 2013). Resilience, organisational citizenship, and organisational change become several intertwined concepts in this regard (Thayer, 2008). With reference to several different papers, change and commitment to others, and trust seem to be variables that closely tie with resiliency scores this implying that one requires both internal and external support in accepting and coping with change (Beal et al, 2013) . However, critically this equal occupies an interesting dimension whereby one must question aspects of perception having

equal weight when it comes to occupying organisational behaviours. In other words, whilst internal resources and competencies affect perhaps the activity of extra helping roles. However, this is impacted by the perception of the organisation.

A secondary notion when reviewing literature is, that of organisational loyalty which refers to internalizing or committing to organisational values even when faced with controversy (Borman, Fox, Miles & Spector, 2002) . This refers to the nature where employees go beyond policies and procedures, and factor in means of created conventions. It is the ability to internalize organisational values as one's own. Whilst some critics have upheld that, it should not form a part of OCB as it is implied in nature (Bachrach, Halfhill, Nielsen & Sundstrom, 2012). .Research adopting OCB as a method have equally highlighted that one's level of willingness to adopt extra role behaviours has direct connections to elements of conscientiousness (Zhu, 2013). Some studies have analysed the tool insufficiently defining what constitutes extra role behaviours. However, other researchers have retorted that these extra roles form constructs of civic virtue (Thayer, 2008). This entails the attitude of helping it benefit all i.e. stitching all the lights off to conserve energy (Thayer, 2008). Alternatively, this could also be holding the organisation in a great esteem regardless of any negative aspects. Another perspective that hosts some contest is the intertwining nature of self- development vs. upskilling (Barkhuizen et al, 2014). While this may seem unattached to OCB itself, it has much to do with added extra behaviours. The choice to upskill comes with either personal incentive or incentive to benefit the organisation (Zhu, 2013). Either way herein lies a problematic stance within the literature. That there is a great amount of shift between the perspectives.

2.4.2.1. Criticisms of OCB

Many of the constructs within OCB has faced much critique. One key critique is the matter of whether one can define what helping behaviours consistent without considering the personality components (Alarco et al, 2014). However, this has equally met with some rebuttal regarding methods of using OCB and being careful with allocating corrective material. However, what becomes rather evident is the fact that studying such behaviour requires a view, which should also involve and consider contextual variables, which by nature would affect these behaviours directly (Alarco et al, 2014).

Within both the OCB and work engagement literature civic virtue and the understanding of such has received much critique. In this regard the association to team-based cultures and specific styles of leadership have gained attention as these would directly impact not just perspectives themselves, but behavioural anecdotes linked and associated with ones perception of the team and organisation (Bartlett & Rurkham, 2012).. In a study by Hrivnak, Nielsen and Shaw (2009), the examined the relationship from a group level and found a significant relationship between overall OCB and team based performances. This would inherently imply that while there is a significant link with civic virtue that by nature OCB may be state like in its variability (Hrivnak et al, 2009). This would imply and require a perspective which adopts and considers context i.e. climate studies. While OCB's are extremely valuable within an organisation, and they do add positive insights. Subtle expectations made by organisations that inherently require extra behaviours are a norm in majority of organisations today. However, such an interpretation is viewed cautiously (Downey & Wefald, 2009). This most certainly also requires a critical inclusion in viewing the external impact that team dynamics have within the organisation (Thayer, 2008).

Finally, one must also consider socio-constructionist arguments on gender, and power. Such constructs impact OCB in several ways. Firstly, certain roles relate to certain gendered dichotomies (Eagle & Long, 2011). In other words, female displaying autocratic styles of leadership often are critiqued or perceived negatively. In addition, there is the argument around the inherent masculinity in an organisational structure. This is the notion that in order to succeed or display any form of leadership one must embark in preform masculine traits (Acker, 2009). A concept such as OCB falls prey to not only power formations and levels of organisational structure that can denote these roles, but it can also maintain certain discourses on gender (Al-sharafi & Rajiani, 2013). This could sway overall interpretations as women have often showed an inclination to supportive or helping behaviours but this may not be job related, instead it could be an implored notion from gendered discourses and performativity's (Acker, 2009). In other words, one must consider accepted tons of performance from genders. If one considers such arguments, one must further such exploration by perhaps suggesting that even the extent to which organisational change and resilience is internalized can be influenced by modalities of OCB, which identify as a performance of role (Al-sharafi & Rajiani, 2013). In other words, dependent on role identification this could relate to behavioural accepted behavioural patterns i.e. autocratic leaders could see change as a diplomatic and part-and-parcel to success and thus inhibit change in different ways as appose to

the supportive role whom may see organisational change as generating more stress in order to manage such change (Al-sharafi & Rajjani, 2013).

2.4.3. Organisational Climate

Organisational climate has faced a long array of debate amongst researchers. Research by Aafaqi, Ansari and Hung (2007) offer a valuable definition for climate. In their paper climate is noted as the element in an organisation that can influence the essential nature of attitudes and behaviours. In their research they note that climate is in essence the perceptive structures unapparent in organisation procedures that impact the subtle ways members interact both with each other (Aafaqi et al, 2007), their work, and the organisation. Interestingly, while some research identifies one specific climate as often an antecedent to the culture. Aafaqi et al (2007) make a valid reference that in fact organisations can have multiple different climate all operating on separate intrapsychic levels. This implying that climate is the nature of individual perception. Therefore, climate can be understood as referring to an individuals shared perceptions about both formal and informal organisational states and structures (D'Amato & Zijlstra, 2008).

It is important to consider the debate between various researchers on the definitive objectification and informants to what is 'organisational climate'. Climate has often been confused with culture, yet it is best understood as an antecedent of culture (Oreg, Schyns, & van Dam, 2008). In other words, whilst organisational culture is one element, the consequence of certain value laden ideological stances and implications inform the nature of climate (Oreg et al, 2008). In this regard, climate is a deeper dimension or level to organisational culture. Climate is not a physical element "but exist as cognitive schema which governs behaviour and actions to given environmental stimuli" (Ahmed, 2008, p.258). However, "climate is best conceptualized as a broad, general construct (i.e., as organisational climate) or as a more specifically focused construct, such as service climate, climate for innovation, or climate for safety" (Davis, Dawson, González-Romá, & West, 2008, p.4).

Research regarding climate and culture present an interesting caveat to the research proposed. As culture may refer to the overt macro goals within an organisation, the climate may refer to the internal dynamics (Glisson & Green, 2006). Research regarding culture of an organisation proposes the organisations implicit export of their values and principles upon an environment and

their employees (Islam et al, 2010). Whereas the climate proposes consolidating the organisation as a microcosm and reaction to the culture. In this regard, research on climate and culture has often shared liaison, but simply shared a correlated value – perception of the culture implores a climatic response, and internalized reaction. (Oreg et al, 2008). Furthermore, that whilst culture to some extent is a long term invested provision within an organisation, the climate of an transition is volatile and can shift haphazardly as it has more to do with the ‘feeling’ of an organisation. Glisson and Green (2006) on culture and climate propose that the two become an interwoven dichotomy that informs work attitudes and behaviours, which in turn affect organisational processes and performances. In addition, that if one considers the objections of the organisational climate it implores to further aspects that both consider internal and external variants and consequences (Glisson & Green, 2006). However, one must consider such in relation to change management.

Management that requires a restructuring of either department, job title, etc. simply put change takes many shapes and forms but can cause a heavy sense of anxiety often introduces organisational change (Oreg et al, 2008). Successful change management has been found to be the liaison between a congruence between external and internal resources and needs (Oreg et al, 2008). Furthermore, that facilitation and adaption to change is how it is engaged with. This however presents an array of different theoretical and practical applications. However, research on organisational change has produced interesting results that refer to types of change, and implicated meanings of that change (Dennis et al, 2010). Furthermore, a resultant reflection upon the applications of change and implications of change, restricting etc. However, whilst there is limiting research between organisational climates and restructuring there is significant research on climate and the integration between employees and the organisation (Densten, 2008). Furthermore, whilst there is little research on a South African adaption, such presented aversions become of vital importance not only to this research, but also to intervention perspectives as such liaise an important revitalization to the consequence of perception and adaption. Climate therefore becomes a complex construct to define and provide parameters. However, Löwenbrück et al (2015) presents a compelling description of climate and the nature to which it functions:

- (i) The nature of interpersonal relationships- In this dimension it is the focus upon relationships between members within the organisational, as well as the type of relationships. For example, in the academic space is there a sense of conflict, or mistrust.

Is this integrated in all departments or is there a singular narrative adopted (Löwenbrück et al, 2015)

- (ii) The nature of the hierarchy- In this dimension it refers to the direct and indirect decisions that affect the workplace. In this essence is broadened to include level of felt participation, different dynamics to working individualistically or as a team. In other words, if one considers the academic space, is there a sense that academics have equal decision making power, or is are they excluded from this space (Löwenbrück et al, 2015)
- (iii) The nature of work- This refers to the type of work and how it is experienced. For example if the work is, challenging, adaptable, rigidly defined etc. In addition, whether there is resources available to the employee etc. If one considers the academic space, resources are sometimes extremely strained in some whilst others there is an abundance. This challenge carries a discursive weight as how this is dealt with and internalized impacts one's frame of reference (Löwenbrück et al, 2015)
- (iv) The focus of support and rewards- This fourth dimension as stated previously refers to goal orientation whereby if employee's standards or goals of their work is widely known and/or supported? Whether there is an emphasis on quality over quantity or vice versa, which elements of the work get appraisal etc. (Löwenbrück et al, 2015). Considering Quinn (2012) research on academics, this would lend to aspects of extra role behaviours and the nature to which quality is defined in such a space and how that is recognized.

This becomes a fundamental method to understanding the nature of climate. In research exploring climate, satisfaction, and job performance and signifies a further discrepancy between not only the actual climate of an organisation but its value having an equal weight to overall aspects of satisfaction (Dlodlo & Mafini, 2014). The climate is the intervening variable within an organisation that subsequently influences modalities that are not overtly apparent when reviewing organisational dynamics (Löwenbrück et al, 2015). In this regard, climate is thus the extent to which the implication of culture implores a perception related narration, which informs climate, which furthermore influences organisational decision-making, communication, learning styles, motivation etc. Each of which in turn implores modalities to which an organisation not only functions but also perceives the ways in which it can function. The effects of which not only have an implication to performance or quality of performance, but in turn inadvertently affect emotional and physical wellbeing. Thus, a review of Löwenbrück et al (2015) initial proposal may seem

meagre in relation to its overt objections. Another popular model often referred to is that of Jones and James Organisational Climate Scales. Their model proposes six tiers to organisational climate (Ryder & Southey, 1990, p. 46):

- (i) Leadership facilitation and support;
- (ii) Workgroup co-operation, friendliness and warmth;
- (iii) Conflict and ambiguity;
- (iv) Professional and organisational esprit;
- (v) Job challenge, importance and variety; and
- (vi) Mutual trust

These six tiers lend in this research to understand the ecological state of climate. How each is transcending on one another and implicitly affects one another. The implication of such implores that climate does not only refer to only the content and strength of an ‘atmosphere’ within the workplace (Johnston & Spinks, 2013). In addition includes a reflection upon internalized dynamics, which make up the sum of that atmosphere. This including elements such as values, norms, attitudes, behaviours, perceptions, conflict, cooperation, and interpersonal interaction (Johnston & Spinks, 2013). However, if one considers organisational change there is a need to adapt continually to external needs, these having a consequential impact upon the nature and shape of an organisation (Oreg et al, 2008). In addition, this shift may implore a development on new ways and concepts of working requirements etc. This implicitly not only affecting the nature, and immediate environment, but in addition the interpersonal relationships. Research conducted by Herremans, Isaac, Kline, , Manassian, and Nazari (2011), focused upon such an objective, that of an interactive relationship between the operational ownership of decisions, ideas, and trust with respect to organisational climate. In this regard, their research implored an openness required but one where contribution and a nature of sharing ideas and decision making ultimately impact on developing positive knowledge management behaviours (Hammer, Kossek & Lewis, 2010). About this research, if one considers the tertiary institution as a caveat for consistent change and the implications of such it becomes of vital importance to consider organisational climate as the impending variable within the relationship between PsyCap, OCB, and constituents of wellbeing and change management (Hammer, Kossek & Lewis, 2010). However, one must thus consider the factors that affect the nature of climate. Furthermore, whilst research on climate and influences

upon climate to show an improvement on performance in organisations, the struggle is thus to implicitly implore what affects climate, and to some extent how or if climate should or could be changed. Similar aversions were proposed by Hellriegel and Slocum (2011). Through their research, they propose an employee-centred approach, where a positive climate can be built through the following elements (Hellriegel & Slocum, 2011).

- 1) Communication – Modalities, access, and ways of communicating in the organisation
- 2) Values – These are presumed influencers within an organisation and implore a model of presumption to the employee
- 3) Expectations – Perceptions of expectations and behaviours antecedents.
- 4) Norms- Accepted traditions of behaving
- 5) Policies and rules – Which implore the degree of flexibility and restriction within an organisation
- 6) Programs – Types of initiatives that support a positive climate
- 7) Leadership – styles of leadership those implicit implications of different styles.

Climate becomes a complex descriptive between the individual, the expected citizenship, and perception related antecedents (Hellriegel & Slocum, 2011). Research investigating climate has often been engaged and used in a battery with Job satisfaction and engagement (Jaffery & Qadeer, 2014). Whereby the employee's behaviour modalities are linked to the organisations climate. The research implying and importing that there is a finite relationship between ones attitude and performance, and ones innate perception of the organisational and self (Jaffery & Qadeer, 2014).

What becomes revealed through the literature is that climate can be understood as operating on two distinct levels: the emotional, and the environmental (Aafaqi et al, 2007). The emotional level refers to how employees perceive their work task and environment, whereas climate on the second level refers to shared perceptions of the organisational environment (Hellriegel & Slocum, 2011). This permeates between an interesting assertion between assumptions employees share in one specific organisation perception or experience that is based upon policies, practices, and procedures. Research by Davidson (2003) interestingly suggests a similar aversion whereby the status of a climate and allocation of resources are not necessarily so succinctly different and instead perhaps share in a relationship between variables. Therefore, one can assert that a positive reaction

to change in an organisation may be linked to positive perception of the outcome of change or the organisational facets itself (Davidson, 2003). This alternatively affects interpersonal relationships between individuals and dependent upon the way in which an organisation functions the degree to which the perception shifts or invests May to some extent implore a behavioural anecdote or explanation. If one considers research on the academics and the extent to which the pressures experienced seem like an intertwined battle between managerial and student agendas (Quinn, 2012). It becomes important to consider the impact policies and indoctrinate day-to-day practices have on the perception both the academic holds, and what is held of the academic. Research by Bozalek and Leibowitz (2014) suggests that the demand placed on academics places them in a difficult position where often they feel they are under appreciated, and unable to provide their best service just due to resource strains, or managerial parameters. In relation to the aspect of climate, it becomes of great value to explore the dynamic nature between the perception of the academic and the impact that has on their own personal resource.

2.4.3.1. Criticisms of Organisational Climate

Martins (2011) asserts that due to the continuous revisions to South African legislation implicitly impact the organisational management and change negotiations, but in addition subtle aversions with regards to shifts in policy, practice and decision-making and therefore make studying the nature of climate difficult. They propose that for researching in a South African context amendments to the measure of climate should thus further include constructs of fairness as well as certain different practices which are unique to South Africa i.e. employment equity policies (Gül, 2008). Furthermore, attention on talent pooling and identification, and retention (Barkhuizen et al, 2014). However, here lies one of the most fundamental critiques of climate as a measure. That being the flexibility of the measure to shift which inadvisable questions its factor of reliability (Gül, 2008). Whilst little research on climate in a South African context is present there is however an interesting niche'. Climate has often been studied in reference to either capital or citizenship, but near the two as coincidental variable that affect and implode upon one another. If we consider the literature presented what becomes evident is:

- (i) Change is a consistent feature and any strategy that is crafted to aid intervention strategies must take into consideration a complexity of variables

- (ii) The educational system faces the most change as an industry as whilst corporate organisations face immediate change, educational faculties must remain relevant by consistently reacting to that change as a third party. Yet, this must equally be balanced by what is understood and accepted.
- (iii) While Resilience is the most promote competency required from an individual level there is equal elements both impacting resilience levels itself, and vice versa.
- (iv) Climate is the under arching feature to culture. As culture is within itself an organisational policy understanding, the impact of such in relation to individual competencies becomes a valuable liaison to both predicting and creating valuable human capital management.

To conclude, while climate is a complex and difficult component to conceptualize it is a feature, which must be studied and further conceptualized in order to add to literature that embarks on facing policies, which require agility. (Oreg et al, 2008)

2.5. Psychological Capital, Organisational Citizenship Behaviour and Organisational Climate

The present study is built upon the premise that wellbeing is the illicit nature of variables that summate to a total and holistic view of wellbeing. In addition, that to some extent aspects of wellbeing implicit factor in with regards to change management and resistance to change. However, that change is not only the ability to cope , and wellbeing not only the ability of all ‘positive traits’ , but is instead a complex derivative of internal traits, states, citizenship behaviours , and perceptions of the organisation (Jaffery & Qadeer, 2014) . Each of which affect and engage in different aversions to wellbeing and coping resources. Yet, few studies have delivered the link on the intermediate factor such as organisational citizenship being a vector between PsyCap and OCB, and vice versa. Thus, this study aims at investigating the link between the three in relation to tertiary institutions in South Africa. However, few studies have considered these three elements in conjunction to be used as a resource for insight.

Past research including PsyCap has often highlighted the strong correlation between the four sub factors and positive performance reviews. Research by Avey et al (2011) exhibits such a statement, as in their research they explored OCB and PsyCap and found a strong correlation between these two elements in and amongst positive performance. Research on Organisational

change has also explored the positive side to employees taking on extra work roles and it being beneficial to the overall process (Dumitru, Maricutoiu, Sava, Schaufeli, Sulea, & Vigna, 2012). Considering the underlying proposals by OCB, there is an equally strong correlation with attitudes towards supportive change behaviours in groups and therefore supporting the process (Oreg et al, 2008). A growing body of knowledge has begun developing key insights into the utilization of PsyCap and OCB as a triad for change interventions, as well as agility studies (Harland, Harrison, Jones, & Reiter-Palmon, 2005). However, if one considers the above sentiments the regard towards organisational climate becomes more directive and derivative. Organisational climate is the conceptual link between the organisational system and individual behaviour (Davis et al, 2008). However, if one considers Psychological capital there becomes a presented and interwoven bound between the two. Organisational climate instinctually implores an exploration into the perceptive elements of the organisation as its own unit. Yet, Psychological Capital implores that an individual engages in certain elements, which instinctually incorporate positive modes of being .Furthermore, as stated above much research has been dedicated to the links between work engagement and organisational climate. Whilst these results have shown, a positive dialect between the two as interwoven conjectures there is a possible implication or narration towards OCB (Jaffery & Qadeer, 2014). Studies on the links between work engagement and OCB seem to implore that variables on the work engagement scale and OCB share positive correlations (Oreg et al, 2008). Furthermore, work engagement seems to positively correlate with two PsyCap factors of self-efficacy and optimism (De Waal & Pienaar, 2013). Whilst Bakker and Demerouti (2008)suggest an interactive bond between these dimensions. There are suggestions that implicit scores on these dimensions share a similar derivative on PsyCap scales.

Research on the consequences of poor change management seem to explore burnout, insecurity and high levels of anxiety as being key traits post process (Hammer et al, 2010). Yet, if one considers self-efficacy scales, in conjunction with organisational climate scales perhaps the extent to which one identifies their role and ability could contribute to interpretations of attitudes towards change, and furthermore the implicit nature of perceptions having an implication on these factors (Dennis et al, 2010). In addition, writers have often alluded to change being experienced as a threat from higher management (Dennis et al, 2010). This threat is often conceptualized as a fear or mistrust. This could be related to scales on OCB. Ones level of citizenship could relate to one's overall trust and 'loyalty' to some regard (Al-sharafi & Rajjani, 2013). Furthermore, if one

considers organisational climate studies this perhaps extends beyond just mere mistrust between organisational liaisons, but further to the perception of the organisation as a furthered internalized mechanism. (Oreg et al, 2008). Furthermore, in a study by McMurray, Scott, and Pace (2004) on organisational commitment and climate there is an implicit proposal for Human Resource managers to engage and find ways in which minimizing turnover, absentees, etc. In addition, Richardson, Riordan, and Vandenberg, (2005) propose similar aversions that positive organisational climates evoke positive emotional states and more satisfaction and commitment amongst employees. Considering that organisational climate is unique in the essence that it invests in the avocation and review of perceptions of the organisation, it becomes important to explore such in relation to state-trait like preclusions, and overt citizenship resources as a total package to not only understanding change, and wellbeing, but to the presentation of intervention schedules.

Therefore, it becomes apparent that whilst the educational sector becomes a problematized area of study for its discursive constructs, it is these aversions, which implicitly affect the wellbeing of academic staff. As education is a valued and essential sector within South Africa it becomes important to not only investigate modalities of wellbeing, but investigate such with the dynamic of interpersonal, personal, and perception factors and variants which allude to prevailing factors and dimensions which impact not only the way in which an individual copes, but indeed to the way in which it is understood and managed in a South African context.

2.6. Organisational Change

In order to contextualize this study and the impact that the world of work has on individual resource there must account for obstacle that may influence the workspace .In this instance it therefore is important to consider change as a vital and often critical touch point for many organisations (Hammer et al, 2010). Change is catalogued with research that synonymously is associated with stress, burnout, and absenteeism (Oreg et al, 2008). Many interventions and writings have proposed methods to counter act any negative consequences of poorly managed change initiatives. Yet, one presumably should question what is being measured and for what outcome. Herein lies the crux of the argument in this research. If one considers the perspective impacts action then surely for change organisations the inclusion of such a tool would become critical the overall strategy.

Change has become a constant feature in many organisations (Cadwallader & Parish, 2008). This change not just being globalized interaction and ways of working, but equally introducing new roles, technologies, ergonomics, and economic relations (Cadwallader & Parish, 2008). Nevertheless, these changes are not just incremental ergonomic shifts, but impact attributed values built in the organisation over time (Fonager, Grandjean Bamberger, Larsen, Nielsen, Nielsen, Omland, & Vinding, 2012). The rise of globalization has left pressures on organisations to remain or become economically competitive on a global scale (Eagle & Long, 2011). The complexity of globalization on human capital policies and management faces the issue of being able to provide systematic quantification for what success looks like, and performance monitoring (Chin & Eagly, 2010). Kahn-John and Koithan (2015) draws to exploring the intimate cultural and value-laden differences amongst some countries. What becomes clear is that whilst the notion of using objective measures in the human capital space is not alien, however it must be approached with caution. 'Caution', here is linked to assessment methodology practices and taking careful consideration of underlying meanings. For example, research on American assessment practices reveal that they are routine and prefer qualifications for job matching (Kahn-John & Koithan, 2015). Whereas Indian cultures prefer individuals who are referred and have a strong interpersonal connection with others (Kahn-John & Koithan, 2015). While on the surface these may seem to be subtle differences, in reality speak to much deeper element. If we consider the expectations imposed onto workers that arrive due to globalization, then the values in those methods are ones imposed on to the individual as a posed to considering the opposed method.

Consistent and turbulent change in work objectives, drives, job roles and activities, and general management has called upon more agile competencies and requirements from the workforce (Eagle & Long, 2011). The need from the organisations is for individuals to be able to adjust, and develop resources of focus and precision in order to match overarching organisational incentives (Eagle & Long, 2011) While there are many measures that suggest they can identify agility. There is still a vast amount of debate around the fundamental notion of 'agility'. A key insight is that of the enablement of agility through climate (Amini et al, 2012). In other words, being an agile person is one aspect, but ones direct interactions with others, and sense of perspective equally impact matters of agility (Amini et al, 2012). Therefore, in order to ground change interventions and

perspectives one needs to explore the scope of change systemically. Studies have emphasized that when change occurs there are many instances where employees resist the change and change strategies have failed due to a misalignment with employers and employees (Arthur & Tams, 2010). However, organisational change strategies should not exclude acknowledging that structural changes also affect the interpersonal subjectivity of its members (Cadwallader & Parish, 2008). Research on organisational change has often alluded to Resilience as being a key subjective trait in agile individuals who react to change more positively (Masten & Reed, 2002). However, an equal amount of research has also highlighted that human capital strategy during organisational change is of equal if not more importance. This implies two aspects to the methodology of change-one which is subjective and individualistic, whilst the other which infers an orientation and climate. Herein lies the crux – little to no research considers the two in tandem. In other words, looking and taking into consideration both external and internal aspects that influence the way to which change is handled.

Various studies have shown the impact that organisational change strategies have on employee wellbeing (Geldenhuys, Laba, & Venter, 2014). Research has provided indications of a causal relationship between psychological, physical wellbeing, and behavioural anecdotes. Such as the relationship between organisational commitment and heightened levels of anxiety, employee absenteeism, and lowered performance rates (Martin & Roodt, 2008). For an organisational change strategy to be successful, the underlying objectives must infer employee acceptance and engagement (Bakker & Demerouti, 2008). However, implementing change strategies are difficult and often fail for a variety of reasons (Avey et al, 2011). Research by Avey et al (2008c) has examined the relationship between psychological capital, and organisational change. In their research, resilience is noted as a critical competency during change interventions (Avey et al, 2008 c)

Research by Barkhuizen and Du Plessis (2012) echo incorporating Psychological Capital in HR strategies particular with change management. Drawing on the psychological capital tool has the potential to provide insight that can predictively empower a greater sensitivity in the workplace (De Waal & Pienaar, 2013). Additionally, Barkhuizen and Du Plessis (2012)invite using Psychological Capital as tool for both pre and post change intervention methodology. In relation, Avey et al (2008c, p.49) state that employees “must have the confidence (efficacy) to adapt to

organisational change as well as the resilience to bounce back from setbacks that are bound to occur during the change process”. Therefore, considering the latter it therefore becomes of utmost importance to take consideration of personal competencies during change strategies.

Adopting an inclusive decision making relationship within an organisation has proven to be an effective climate state (Gül, 2008). This has been related to the nature of participative relationships being viewed as beneficial for both parties and inclusive of all parties’ interests (Avey, Avolio, Luthans, & Norman, 2008d). This also highlights their membership as being a significant part of this process and significantly reducing employee resistance by providing an inclusive dynamic ((Llorens et al, 2011). By providing this space, employees are more likely to trust organisational strategies, as they may seem beneficial to them personally. An example of such is present in a study on micro-interventions using PsyCap as an assessment tool (Avolio et al, 2007). This study provided insight into highlighting competencies such as hope and optimism having higher levels of agility and resources. Furthermore, Bachrach et al (2012) found similar findings. In contrast, their proposal is that change is welcomed with higher levels of engagement and citizenship (Bachrach et al, 2012). Each of which seem to summate both a better insight into how change could predictively be taken, as well as key pieces of insight that aid when strategically planning or predicting change methodologies (Fonager et al, 2012) . However, the components explored above reach to two main elements. The first is the nature of individual competencies and values that affect ways in which change strategies are internalized and actioned. The second concept is the relationship to citizenship where a person’s type of value experienced internally through their working relationships and styles become a presiding factor (Fonager et al, 2012). These two elements often report similar core values, which is that change or any intervention is a subjective experience. Their value systems have an equal impact on the way this is experienced and perceived (Fonager et al, 2012). However, what has not been as researched is the third layer – climate.

Research on organisational climate has related to; engagement, job satisfaction, or confused with organisational culture. Allen (2003) explores climate amongst academics and explores the relationship that climate has with wellbeing and perspectives of the workforce. Furthermore, research on ‘unfavourable climates’ seems to draw similar aversions whereby an individual’s perception of the organisation impacts the ways they believe they are valued, and the nature to which they act. In this study by Koene et al (2002) they found that various leadership styles had

implicit and directly avert responses and effects amongst employees. In similar research on leadership and organisational climate, they seem to invest similar descriptions whereby style of leadership had a direct correlation to type of climate internalized, and by virtue-imposed performance. One climate that spoke directly to aspects of fundamental resilience was that of shared decision making having a direct positive relationship with resilience (Koene et al, 2002). Therefore, if we consider climate, citizenship, and capital we build a triad where strategic change interventions take a three-dimensional shape that canvassed to both predict and explore strategies of change.

2.6.1. Organisational Change and the tertiary institution

From 1994, South Africa has made tremendous efforts and changes to establish non-racial society through eradicating previous racial legislation (Bozalek & Leibowitz, 2014). The objective of such was to introduce radical transformation that insured equality for all South African citizens (Bozalek & Leibowitz, 2014). To ensure such diversity management has become a key priority for human capital practices. These practices have encompassed a range of different components and factors but have introduced a fundamental value laden shift. This shift whilst fundamentally important places change at the pinnacle against globalization, technological, and social shifts. In essence, the workplace needed to undergo an entire paradigm shift (Luthans et al, 2004). Consequently, the workplace has required a restructuring that has encompassed different leadership style, and introducing a sensitive insight to organisational culture from a value constructive approach (Amini et al, 2012). Research looking at South African organisations have often reflected great critique of the methods adopted by human capital drives. While the degree of critique differs, what becomes evident is the insecurity in the ability to readdress the past inequalities (Avey et al, 2011). . However, considering a systemic approach enables one to gain a deeper perspective by viewing both the individual and their perspective of their environment (Barkhuizen & Du Plessis, 2012).

Education in South Africa plays a vital role economically, politically, and socially (Werner, 2011). Although the demolition of the Apartheid government took place over a decade ago, there is still a heavy presence of its influence in the educational sector (Gooty et al, 2007). However, eradicating apartheid's presence is a vital objective but not the only one faced by the territory industry. The drive of the corporate industry to ensure global competitiveness has meant a needed

correspondence with the educational sector to ensure consistent upskilling (Bryne & Flood, 2006). Additionally, the educational sector also faces factors such as social discursive affiliations such as acknowledging social imbalances, demographic distribution, the meaning of accountability and autonomy, and the provision of quality material (Bozalek & Leibowitz, 2014). In research by Bozalek and Leibowitz (2014), they explore the iterative relationship between structure, culture, and agency in a tertiary institution. They concluded by illustrating the implicit impact of the political limitations on socioeconomic wellbeing has, and call for a dire dialectic restructure that takes more focus on considering the internal, and external. Research by Louw et al (2013) explores the economic and managerial structural issues that have a social performative element and consequences. In both these papers, they insinuate that the educational sector is not a singular organism that is outside of external structural phenomena (Louw et al, 2013). Therefore, the educational institution affects and influences the nature of transformation through social psychological participation and construction.

The tertiary institution as an organisation had to transform and change in the same direction as every organisation needed to with the implementation and institutionalism of the democratic system (Buitendach & Field, 2011). Currently, the tertiary system is still in a transformative process (Quinn, 2012). Universities have had to change everything from their admissions statements, their recruitment procedures, ethics, and so forth in order to ensure democratic saturation (Quinn, 2012). Nevertheless, changes do not just extend to the student forum, but also the employment sector. Universities as whole organisations have made it their main imperative to make quality education accessible to all individual (Louw et al, 2013). As Bozalek and Leibowitz (2014) suggests that in order to provide accessible education, the university, as an organisation must ensure that diversity management receives equal attention. This implying the interactive nature between the political and social facets that deeply are embedded in educational scholarship (Webb, 2010).

2.6.2. *The 'Academic'*

On a review of literature, there is arguably a contentious amendment towards the nature of the tertiary institution as being recognized as a subpar 'system' as appose to an organisation within its own rights. In other words, literature dealing with tertiary institutions or the educational faculty have often premised their obligations against a recognition of its own business rights and functions.

Interestingly, this departure perhaps consequently implores an interesting caveat to the tertiary institution within its own right. Yet, the tertiary institution is in every essence a ‘business’, yet it serves a social function which perhaps absorbs its systemic perception (Paulse, 2005). Furthermore, the implication of this can perhaps implore a deeper controversy when reviewing and managing the educational sector (Louw et al, 2013). Whilst the above sector focused primarily upon presenting insight upon the tertiary institution as an organisation and tenants surrounding change which impact the institution, it becomes equally important to consider the academic (Bozalek & Leibowitz, 2014).

The importance and value of the educational system goes without say , however research on academics within South Africa have implicated a lack of Job Satisfaction , burnout, absenteeism , and lowered rates of work engagement. In this regard, the academic faces unique and impinging demands that are beyond the nature of the work itself (Bozalek & Leibowitz, 2014). On one hand the aspect of providing and generating and enriching learning environment which informs the tertiary sector and emerging graduates, is parcelled with a variety of intertwining economic and political variables (Geldenhuys et al, 2007). This also being subject to changes within the global sector, government demands from the institution, and ultimately the internal affiliations to what is required academically and within reasonable allocation (Bozalek & Leibowitz, 2014). In addition to generating a valued academic objective, an academics role is interlaced with the task of producing valued research, and maintaining a familiarity with the student body (Bryne & Flood, 2006).

Research on academics in South Africa and burnout seemingly portray such in a neat vacuum whereby the wellbeing of academic staff is not simply a meagre derivative from a demanding job quota, but one whereby burnout becomes an assimilation of tax and subjectivity obscurity (Buitendach & Field, 2011). That being a subtle but often taken for granted description and diversion between the identity of an academic and that of an educator having subtle similarities, and differences, yet those going without recognition. In a study by Quinn (2012) who propose interesting insights upon the discursive aversions from the academic body whereby severely unearthed aspects become as implicitly important. These aspects are interwoven dichotomies between the requirements of a graduate as a professional, the impression of the student body, the managerial inefficiency to understand the academic and educator conundrum, and the internalized

struggle and identification of the academic (Quinn, 2012). Understanding the nature of the educational sector within an organisational function equally becomes enshrined with economic complexities. The complexity of economic status becomes an ultimate microcosm of struggle between student, faculty, staff, and amendment (Webb, 2010).

On one hand, the educational sector serves both a diplomacy to the social, political, and economic vantages within a country. Additionally, there is a subpar system where the iterative relationship between the three variables becomes wholly personified within the treatment, management, and responsibilities that a faculty must absorb (Hrivnak et al, 2009). In addition, these premises are not permissible to merely signifying their sectorial function as a proposed validity of their purpose (Gül, 2008). Nevertheless, its sanctity also lies between its performance and outcome. Where their implicit performance affects the emerging professional. Research on the complexities and discourses amongst several academic staff at Rhodes University seems to implicate such complex striation by imploring a perception of the student body, and derivative stress on management objectives being a caveat to further conflict (Quinn, 2012).

Asides from the managerial front of the academic aspect within institutions is the complicated interpersonal dynamics between staff and student, and furthermore the academic vs. staff title (Hrivnak et al, 2009). Furthermore, a conflict over the past several years has become an ever-pressing issue faced by not only the departmental facilities and staff members, but also the staff. Conflict amongst management ideals, resource deprivation, fees etc. have not only placed further pressure upon staff but also perhaps a climatic response to external variables (Bozalek & Leibowitz, 2014). Resource on turnover intentions amongst academic staff seem to present a complexing issue whereby academics feel the weight of their responsibilities imploring a want to leave, yet their investment for the value of providing academic resource to the emerging graduate outweighs such decisions (Machingambi & Wadesango, 2011). This perhaps echoing in research on burnout on academics where there is an alarming rate of burnout and stress amongst academics but for similar discrepancies (Buitendach & Hansen, 2015). On one, hand the weight and need of being an academic vs. performing the responsibilities of the academic.

Whilst organisational climate has not presented any studies related to academic staff members, there is an alarming relation to that of work engagement, and job satisfaction. That relationship empirically impinged of the notion of climate (Jaffery & Qadeer, 2014). Research on work engagement and psychological meaningfulness has proposed that lowered rates of work engagement present lowered rates of alienation and subsequent disengagement (Babacock-Roberson & Strickland, 2010). Whilst this literature often implores that descriptions of the job itself create a microcosm of perception to the individual it nevertheless presents an interesting relation to organisational climate (Baillien et al, 2010). Whereby, positive engagement indorses greater meaning. Considering the educational climate being one which not only contextualizes political and economic struggles, but one which is equally contested by social factors it becomes important to consider ‘wellbeing’ as beyond just the individual traits, but one which revises states into two possibilities – climate and relationships.

2.7. Conclusion

This chapter aimed to provide an insight into the ontological and epistemological background to this study. In addition, this chapter aimed to explore the nature of this research. From the literature, what becomes evident is not just the lack of research that looks at climate, psychological capital, and organisational citizenship as a triad for interpretive and strategic planning. Equally, how research has offered key insights into how each of these factors can aid as beneficial to change interventions, yet few have linked the three as a successful battery for planning and managing interventions.

CHAPTER 3: METHODOLOGY

3. Introduction

This chapter aims to discuss and present the research methodology, sampling techniques, and results. This including research instruments and reports.

3.1. Research Methodology

3.1.1. Research Design

This research drew on a quantitative research methodology. The quantitative approach is “explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)” (Bhawna & Gobind, 2015, p. 48). This approach was the most appropriate fit for this research overall considering that the aim was to consider and consult quantitative instruments. The advantage of using this methodology is that through using an objective lens it mitigates the risk against subjective stances and implications. Furthermore, considering the process and protocol for this research is seemed the most feasible about cost effectiveness, resource enablement, the period for the researcher, as well as the overarching agenda of the research. More specifically, a cross-sectional research design is adopted, which specifically looks at “... variables of interest in a sample of subjects are assayed once and the relationships between them are determined” (Hopkins, 2000, p. 2).

3.2. Sampling

This research drew on the use of a non-probability convenience sampling strategy. The engagement with such a method was duly based on the accessibility of the participants, as well as the configuration of the study aim. A convenience sampling is defined when the participant sample is accessible and available to the researcher (Bryman, 2012). In addition, this study was also using a convenience sampling strategy as such would equally liaise between accessing large groups of participants under a time constraint, but equally compliment the methodology as the study is aimed towards considering the variables within the measurements and is not relying heavily on the biographical entity (Foxcraft & Roodt, 2009) . In addition, the advantages to using such a method further is in line with the sample set being to quantify a range of academics. For the purposes of

this research, the definition of an academic or participants can be described as members who form part of the academic facilities at universities. In order to generate an appropriate representation of this population, which quantitatively includes over 20,000 members who suit the description the aim of the research using a method of representative sampling which concluded that the aim was to gather 350 participants. For this research 372 participants were found, however cases where the participants did not fully complete the survey were excluded. This was based on the requirements of participation.

3.2.1. Descriptive of the Sample

The number of academics sampled across the nine different provinces came to 350 accepted participants. This sample consisted of 187 Males (49.9 %), 174 Female participants (46.4%), 2 Gender Non-Conforming participants (.5%), and 12 participants who preferred not to say (3.2 %).

Age Descriptors of Sample

The majority of the participants were aged between 30-39 years, which made up 38.7% (145) of the sample. 25.5%(95) were aged between 20-29 years, 20.8 % (78) were 40-49 years, 13.3% (50) were aged 50-59% , and finally 1.9% (7) were aged 60-69 years. The marital demographics of the sample showed that 46.2% of the sample (173) participants were married, 35.7% (134) were single, 7.5% (28) were divorced, 4 % were in a civil union (15) and equally 4% (15) preferred not to say. 1.3 % (5) were engaged, .8 %(3) were widowed, and .5% (2) defined their status as other.

Provincial Descriptors of Sample

The provincial demographic showed that 43.5 %(163) participants located from Gauteng, 26.7% (100) were from the Western Cape, 10.1%(38) were from Kwazulu Natal, 7.5% (28) were from the Eastern Cape, 4%(15) were from the North West, 2.4% (9) were from the Free state, 1.9 % (7) were from Limpopo. Both other and Prefer not to say options were 1.6 % and collectively made 12 participants. .5% (2) were from the Northern Cape, and .3% (1) was from Mpumalanga.

Faculty Descriptors of Sample

From the Faculty descriptive there showed that 45.6 % (171) participants preferred not to state which faculty they identified with, 16.3% (61) identified with the commerce faculty, 11.2% (42)

were part of another department, 8.5 %(32) were for the Humanities faculty, both science (24) and engineering (24) were 6.4 %, 3.5 %(13) identified from the education faculty.

Academic Role Descriptors of Sample

From the sample, 77.1% (289) were Academic Lecturers. 20.3% (76) were part-time lecturers, and 2.7% (10) were Head of the department. The tenure of the participants rated from 46.4%(174) which were 5+ years, 19.5% (73) were 1-2 years, 17.3%(65) were 3-4 years, 11.2% (42) were 4-5 years, and 5.6% (21) had been working for under 1 year at the university.

Qualification Descriptors of Sample

Finally, the qualification status of the sample showed that majority of the sample 43.7 (164) had a Master’s degree, 23.5%(88) had doctorates, 13.3%(50) had an honours degree, 10.1% (38) preferred not to say, 4.8% (18) had a bachelor’s degree, 2.1% (8) had a Post-Graduate certificate, 1.3%(5) had a higher diploma, .8%(3) had a National Certificate/Diploma, and finally 3%(1) had an occupational certificate. These can be viewed below in Table 1.

Table 1. Characteristics of Participants

	Frequency	N	Percentage
Gender		375	
Male	187	375	49.9
Female	174	375	46.4
Gender Nonconforming	2	375	.5
Prefer not to say	12	375	3.2
Age			
20-29 Years	95	375	25.3

30-39 Years	145	375	38.7
40-49 Years	78	375	20.8
50-59 Years	50	375	13.3
60-69 Years	7	375	1.9

Marital Status

Single	134	375	35.7
Engaged	5	375	1.3
Married	173	375	46.1
Civil Union	15	375	4.0
Divorced	28	375	7.5
Widowed	3	375	.8
Other	2	375	.5
Rather Not Say	15	375	4.0

Province

Eastern Cape	28	375	7.5
Free State	9	375	2.4
Gauteng	163	375	43.5
KwaZulu-Natal	38	375	10.1
Limpopo	7	375	1.9

Mpumalanga	1	375	.3
Northern Cape	2	375	.5
North West	15	375	4.0
Western Cape	100	375	26.7
Prefer Not to Say	6	375	1.6
Other	6	375	1.6

Faculty

Commerce	61	375	16.3
Education	13	375	3.5
Humanities	32	375	8.5
Law	8	375	2.1
Science	24	375	6.4
Engineering	24	375	6.4
Other	42	375	11.2
Prefer Not to Say	171	375	45.6

Position

Part Time Lecturer	76	375	20.3
Academic Lecturer	289	375	77.1
Head of Department	10	375	2.7

Tenure			
0-1 Yrs.	21	375	5.6
1-2 Yrs.	73	375	19.5
3-4 Yrs.	65	375	17.3
4-5 Yrs.	42	375	11.2
Qualification			
National Certificate / Diploma	3	375	.8
Occupational Certificate	1	375	.3
Bachelor's Degree	18	375	4.8
Higher Diploma	5	375	1.3
Honours Degree	50	375	13.3
Master's Degree	164	375	43.7
Post- Graduate Certificate	8	375	2.1
Doctorate	88	375	23.5
Rather not say	38	375	10.1

3.3. Data Collection

The data collection technique that was used for this study was the survey design. A survey design is, “a design in which data is collected with questionnaires or through personal interviews with members of an identified population” (Brown, Clark, Kelley, & Sitzia, 2003, p. 262). This design was used because it allowed for the collection of data that could not directly be observed; such as

attitudes and emotional states. Information regarding these unobservable states was collected with questionnaires (Bhawna & Gobind, 2015). This style of survey design was the best method to utilize in order to gather a large data set.

3.4. Measuring Instruments

Data was collected with four instruments: A biographical questionnaire, psychological capital Questionnaire, organisational citizenship behaviour, and organisational Climate Inventory All the questionnaires were closed-ended; therefore, participants simply chose their responses amongst the possible categories. The biographical survey, which was developed by the researcher, was simply used to collect demographic material of the participants. . This information related to participants gender, tenure, geographical location, education etc. This can be viewed in the appendix D.

3.4.1. Psychological Capital (PsyCap)

Avey, Avolio, Luthans, and Norman (2007) developed psychological Capital Measure or PsyCap (PCQ). The PCQ consists of 24 items on a 6-point Likert scale, the scale measured items according to six categories: one= strongly disagree, two = disagree, three = somewhat disagree, four = somewhat agree, five = agree, and six = strongly agree (Görgens-Erkermans & Herbert, 2013). The PCQ consists of four subscales, which measure self-efficacy, hope, optimism and resilience. An item reflecting the self-efficacy subscale is “I feel confident helping to set targets/goals in my work area”. An item reflecting the hope subscale is “If I should find myself in a jam at work, I could think of many ways to get out of it”. An item reflecting the optimism subscale is “I always look on the bright side of things regarding my job”. An item reflecting the resilience subscale is “I usually take stressful things at work in stride”. Avey et al (2007) found the Cronbach alpha reliability of PsyCap to be 0.89 and the Cronbach alpha reliabilities of the four subscales were found to be 0.85, 0.80, 0.79 and 0.72 respectively. A study conducted by Barkhuizen and Du Plessis (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. For the purposes of this research, some of the statements were changed to better suit the sample.

3.4.2. *Organisational Citizenship Behaviour (OCB)*

Organisational Citizenship Behaviour refers to the extent to which employees both perceive their job, and their organisational objectives (Beal, Cole, & Stravos, 2013). The organisational citizenship behaviour questionnaire (OCB- Q) of Allen, Meyer, and Smith (1993) is comprised of a five-item scale based on the five dimensions of OCB. These five dimensions include Altruism, Civic Virtue, Conscientiousness, Sportsmanship, and Courtesy. Each item is answered using a five point response anchor numbered from one (Never) to five (always). Studies have illustrated alpha scores on the OCB scale show as 0.78 to 0.92, which equate to a reliable statistical measure (Eisele & D'Amato, 2011). An example of a conscientiousness item is: 'The employees work to exceed the customer's expectations'; an altruism item is: 'I can count on my co-workers when I need help'; a civic virtue item as 'the work team feels responsible for our success'. Further examples a sportsmanship item as 'the people I work with have a "can do" attitude'; and a courtesy item as 'the people here treat each other with respect'. Relative studies using organisational citizenship behaviour have illustrated its relative validity (Bartlett & Rurkham, 2012).

3.4.3. *Psychological climate*

Psychological climate is a measure, which seeks to investigate methods of personal placement and receptiveness within the macro organisational structure (D'Amato & Zijlstra, 2008). The study will draw from D'Amato, and Majer (2005) organisational Questionnaire 10 (MDOQ10) that a Likert is styled assessment that describes psychological climate on a 10-factor scale where each scale weighs different item sets. These 10 scales are broken down as follows, and reliabilities and validities are drawn from the D'Amato and Majer (2005) study. The scale is as follow ; 1) Communication (12 items, $\alpha = .76$), an example is "In my organisation everybody is adequately informed about the objectives and outcomes"; 2) Autonomy (6 items, $\alpha = .83$), e.g. "in my job I have a certain amount of autonomy"; 3) Team Cohesion/ (11 items, $\alpha = .90$), e.g. "in my team people usually agree with each other", 4) Intra/team($\alpha = .88$); 4) Job Description (5 items, $\alpha = .73$), e.g. "the tasks that are part of my role are clearly defined; 5) Job Involvement (5 items, $\alpha = .63$), e.g. "my job is thrilling"; 6) Dynamism/ Development (5 items, $\alpha = .63$), e.g. "in my organisation the decisions that are taken are implemented quickly"; 7) Reward Orientation (5 items, $\alpha = .70$), e.g. "financial incentives are adequate when rewarding commitment and skills"; 8) Leadership (8

items; $\alpha=.89$), e.g. “my line manager is sensitive to my training needs”; 9) Innovativeness (8 items, $\alpha=.90$), e.g. “in my organisation people are encouraged to find new ways around old problems” ; and 10) Corporate Responsibility (8 items, $\alpha=.83$), e.g. “my organisation makes an effort to adapt to social and political changes”. Reliabilities and validities from the Cronbach’s alpha provided are consistent for the direction of usage (D'Amato & Zijlstra, 2008).

3.5. Research Procedure

The procedure described below applied to 9 provinces and over 12 Institutions. The data collection period took a space of 2 months. Two methods were used in this research. The first was gaining access from the universities directly. In this procedure, the researcher phoned the secretaries of each university. Then proceeded to speak to each of the members of the Human Resource Departments. From here, the researcher had to apply for access to the staff population. This meant that the university was to distribute the survey. However, many of the universities were difficult to contact and many indicated that due to the researcher being in Gauteng that they could not physically hand out the survey. Nevertheless, the universities, which did provide consent, are listed in Appendix E and F with the approval attached.

The secondary procedure was to reach out to Lecturers personally. This research did not aim towards collecting data from a university but from Lecturers. The researcher thus approached a collective of researchers to ask for permission. This letter is filed in appendix A and B. As the survey had both a paper and pencil, and digital version, the researcher was able to distribute the survey in two methods. The digital version was secure and enabled more privacy. Willing participants were provided with a detailed letter on the nature of the study and objectives. Issues of confidentiality and anonymity were both outlined in this letter and all willing participants were asked for their consent in the participation of the study. No identifying material was asked during the collection of this data.

While the paper and pencil survey option was not as popular, the digital version was able to collect data anonymously. This data was protected and collected onto an online database that is safe, secure, and mitigated against any risk regarding anonymity.

3.6. Data Analysis Method

Data was analysed using SPSS statistical software, version 23.0 (IBM Corporation, Released 2015) the research study first made use of descriptive statistics to analyse the data. Through descriptive statistics the minimum and maximum scores of each questionnaire were obtained, the standard deviation, mean, kurtosis and skewness values were calculated. The Cronbach alpha of each questionnaire was determined to ensure that there was internal consistency. According to Horodnic, Ursachi and Zait (2015) reliability coefficients should be greater than 0.70 to be considered internally consistent.

Confirmatory factor analysis was conducted to investigate construct validity. Confirmatory factor analysis was conducted on PsyCap and the Climate survey. These two were used, as the OCB is a scaled style survey.

Confirmatory factor analysis, “is a statistical technique used to verify the factor structure of a set of observed variables” (Suhr, 2005, p. 203). The PsyCap questionnaire consists of four subscales, the Climate survey consisted of 10 subscales; it was therefore necessary to conduct factor analysis. This method was used to explore and identify any factors that became revealed through the data. Before confirmatory factor analysis was conducted on the PCQ, items 13, 20 and 23 were reversed. Before confirmatory factor analysis was preformed, four Climate survey questions were recoded. Climate questions 4, 21, 20, 18 were reversed. These items were reversed due to negative wording of the items.

3.7. Ethical Considerations

Risk mitigation for anonymity and confidentiality were done so through providing insight onto the nature of the research, asking for consent, but equally not establishing any contactable information that could identify participants. Through using and utilizing this option as on an online forum it ensured that participants’ identities would not be disclosed and that there would be no identifying information of participants or the educational institutions, at any time, through either academic presentations, and/or publications. Participants as well as the participating

Educational institutions would only be referred to, in all presentations, and/or publications, using pseudonyms. Participants were informed regarding the nature of this research and the requirements of participation, as well as establishing no negative consequences to withdrawing from the research. Finally, all data collected would not just be stored remotely and electronically at the University of Kwazulu natal through printing the physical responses to be kept and locked away. However, that this data was also removed from the internet in its entirety. The files where responses shall be stored at the University of Kwazulu Natal's School of Applied Human Sciences department for a period of five years. After this five-year period, questionnaires will be disposed of by removing and deleting the survey files.

3.8. Summary

This chapter has provided a detailed account of how the research study was conducted. The chapter has provided an explanation of the research design of the study, the sampling technique that was used in the study, the measuring instruments that were used, the method for data collection be discussed, and the procedure for the study was outlined. This chapter also provided an account of how the data was analysed. This chapter included a table highlighting the characteristics of the participants used in the study. This chapter also outlined the ethical considerations that were followed during the conduction of the research study.

CHAPTER 4: RESULTS

4. Introduction

This chapter provides a comprehensive discussion on the results found in this research study. In addition, this chapter aims to provide the results that were concluded and conducted on PsyCap, Climate and Organisational Citizenship Behaviour. The Cronbach alpha reliabilities of all scales and the results of the regression and correlation analyses are provided. This chapter also includes results from a Pearson's correlation analysis, which provides statistical insights into the significant relationships between the constructs within each of the tests. Additionally, results from a multiple regression and linear regression analysis is provided. As the factor, analysis provided clear indication of constructs within each scale these two methods were used to determine not just whether there is a simple relationship between the two scales. Equally if there is a relevant mediated relationships.

4.1. Factor Analysis

A primary factor analysis was conducted on items of the Psychological Capital Questionnaire (PCQ), and Organisational Climate (OC) surveys. This was used to determine the number of factors that were inherent in the scale.

4.1.1. Factor Analysis on Psychological Capital Result

Factor Analysis is a measurement technique, which enables a research to robustly and quantitatively reduce data to components that are revealed within the data itself (Briefs, 2012). From the factor analysis what was interesting to note was that while there has been agreed a set of four factors that are revealed in the data, through the factor analysis preformed a set of five components was found.

The results from the KMO and Bartlett's Test of Sphericity showed a score of .9 as well as the scores being significant ($p=.000$) so from this result the Factor analysis is appropriate to run (See Table 1). From the correlation matrix, items did not exceed .8 or .7 so they are not too high or show a multi collinear issue.

Table 1. *KMO and Bartlett's Test*

KMO Measure of Sampling Adequacy.		.929
	<i>Approx. Chi-Square</i>	3489.752
Bartlett's Test of Sphericity	<i>df</i>	276
	<i>Sig.</i>	.000

On analysing the component matrix and pattern matrix the following deductions were assessed and made which only shows a slight difference from the original set of four items constructed. In order to show the significance of this shift which are outlined in the appendix G.

After exploring the variables it was concluded that four items could be wholly extracted to best suit the model as the fifth showed a lowered reliability score.

Therefore, for the purposes of this research the following descriptive have been proposed. The concept of optimism is the belief of a common positive outcome. Hope can be understood as weighting what is good and what is bad through perspective. Resilience can be understood as the process and vitality of adaption. Self-Efficacy can be understood as the belief in oneself. These descriptors are all ones which are inhibited in Avey, Avolio, Luthans and Norman (2008).

4.1.2. Confirmatory Factor Analysis Results on Psychological Capital

Before a confirmatory factor analysis was conducted on the PsyCap scale items 13, 20 and 23 were reverse coded. An analysis of the eigenvalues and the scree plot revealed that five factors could be extracted. However, the researcher found that utilising a varimax method of rotation produced a higher overall component extraction score, which can be found in the Component transformation matrix. After this shift while five factors were still extracted the fifth showed a value of .275, which by statistical theory is considered, just below acceptable and therefore was removed from further analysis.

From the Rotated Component Matrix the following factors where therefore grouped together:

- Component 1 – Component 1 showed a collective of six factor loadings. These items were items 21, 19, 24, 22, 8, and 11. A reliability analysis was conducted on this finding and the results indicated that the Cronbach's alpha was considered optimal for reliability ($\alpha=.824$) which is considered above optimal for reliability. In addition, each of the items scored respectively between .4 and .5 each of which compactly describing that these items fit within this construct.
- Component 2- Component 2 showed a collective of five factors loading onto this factor. Those were items 7, 17, 14, 1 and 9. A reliability analysis was run on this collective and the following is interpreted. The Cronbach's alpha was considered acceptable by the researcher ($\alpha =.796$). In relation to the inter-item scoring. Each factor loaded on scores between .4-.5 respectively.
- Component 3 – Component 3 showed a collective of five items. Those are two, six, three, four, and five. The result from the Cronbach's alpha was it exhibited an acceptable reliability score ($\alpha =.796$). While item five scored the lowest with .3 and if deleted would increase the alpha to .801 it is nevertheless accepted here. Items 2, 3, 4, and 6 scored between .4-.5 respectively.
- Component 4 – Component 4 showed a collective of five items loading on this factor. Those items were 10, 18, 12, 15, and 16. From the reliability analysis the Cronbach's alpha revealed a score of $= .736$. The inter-correlated items each showed a score of above .3, which is deemed acceptable.
- Component five – Component 5 showed only three factors loading those were 13, 20, and 23. All of the negative loading scores. The Cronbach's alpha score was considered too low to be accepted ($\alpha=.675$). While each score showed a high reliability with one another considering the overall contribution to the scale these items were not accepted into the analysis as they failed to contribute significant value.

In conclusion, the researcher rejected the fifth component based on its reliability in relation to the results. Considering the results the researcher developed a map of each item and the link to each component and what this was then connected to constructs that were verified in the literature previously.

On reflection of the data, the researcher identified the four common variables that became apparent in the data as:

- Component 1 stands for resilience
- Component 2 stands for hope.
- Component 3 stands for Self-efficacy
- Component 4 stands for Optimism.

4.1.3. Factors Analysis on Psychological Climate

The psychological climate survey was also ran under factor analysis. This test showed that there were five dimensions present within this scale.

From the KMO and Bartlett results, the researcher concluded that as the score was significant the factor analysis test was appropriate to run. In addition, while there were some negatively correlated items described in the correlation matrix, overall no items exceeded .8 and therefore were not too high to implicate the issue of multicollinearity (See Table 2).

Table 2. KMO and Bartlett's Test

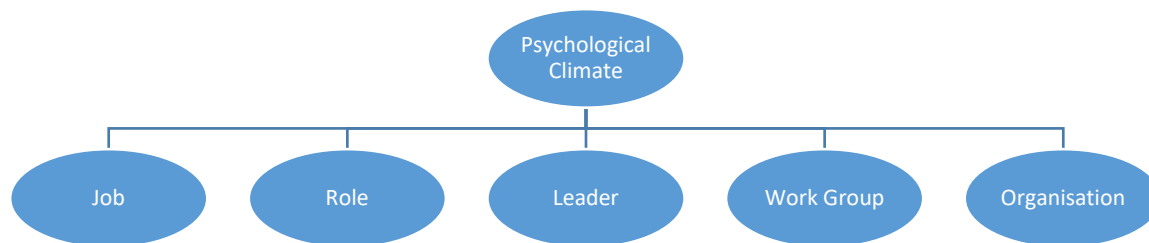
KMO of Sampling Adequacy.		.933
	<i>Approx. Chi-Square</i>	4313.066
Bartlett's Test of Sphericity	<i>df</i>	210
	<i>Sig.</i>	.000

The results from the analysis of the climate survey resulted in five factors. These five factors are explored in the appendix G.

This survey aimed to collect data regarding the psychological climate experienced at the university. From the factory analysis 5 factor were present in the data. However, after analysing the reliability scores it was found that only four factors showed an acceptable reliability score and therefore only four components were accepted and the fifth was rejected. Interestingly a model proposed by James and James (1989) seemingly suits a five-factor structure such as the one

collected in this research. They hypothesized that climate is a common judgement linked process of viewing the work environment as personally rewarding or not, and to what extent this implicates their wellbeing. Figure 1 depicts this hierarchical structure of psychological climate that their theory proposes. This representing the meaning and subsequent impact of these perceptions but equally the relation between the self, immediate surrounding relationships, external organisational wants, and descriptive. This being highly relevant considering the literature reviewed. Therefore, considering the literature and the proposal by James and James (1989) the researcher proposed an intertwining ideological factor set whereby the variables are considered for both their descriptive meaning, as well as the implication this would have on one's ecological standpoint.

Figure 1. Psychological Climate Factors



The four factors thus proposed are:

- (i) Authenticity/ Role (Psychological Climate 4) - Avolio, Gardner, Luthans, May and Walumbwa, 2004). Explore authentic leadership behaviour in relation to climate. DeCotiis and Koys (1991), implore that accepted behaviours and roles are subtly defined through leadership styles. This having a possible implication on the ability to implicate and influence certain behaviours (Bishop & Scott, 2000). In this sense, the climate explored is that of Work Group climate as authenticity of behaviour is seemingly one of the definitive elements required
- (ii) Values or Admiration/Group (Psychological Climate 3) - In a study exploration adoration and admiration Löwenbrück, Paech, and Schindler (2015) explore these constructs and the intermittent ability to distinguish the two. The study revealed two abilities the first to admire others, and the second to self-explore and internally evaluate one's own ability. In

studies related to climate, the notion of value stands similarly, where it is the ability or response to admiration. This however would occur on a group level whereby the ability to experience admiration would occur on such a level.

- (iii) Expectations/Organisations (Psychological Climate 1) – In these study expectations is considered a climate that relates to Job Characteristics or perceptions of expectation by the actor. In a study on the relationship between the president and the public's expectations of his roles and responsibilities (Al-sharafi & Rajiani, 2013). Theoretical explorations between performance and public expectation (Al-sharafi & Rajiani, 2013). Whilst this study explored this in relationship to the actual leadership role, it does explore the notion of expectations. These being that (1) they are generally accepted notions of behaviour or norms; (2) that these may shift over time; (3) that this intermittently has an impact on the perceiver. Furthermore, this relating to the organisational transparency experienced.
- (iv) Agency/ Leadership/ Leader (Psychological Climate 2) – The Hay Group has denoted a well-established tool namely the OHS. The OHS, which is often used to assess climate and leadership, breaks down and elaborates into various parameters and concepts. One of which has definitive denotation here. Definitively this could be understood as “people have the authority to do what they’re asked to do”. In an instance this is the ability therefore to note just implicitly act on a behaviour but equally ensure it is done to some sort of effectiveness (Korn Ferry and Hay Group, 2017). However, for the purposes of this research this has been taken from an Agentic approach. Agency is the ability to make decisions. If we consider such this would be an antecedent from Leadership and leaders. The ability to make decisions becomes forthright in the outright confidence, as well as sense of agentic being within a climate. The more agency experienced the more confidence in one’s own decision-making, whereas the latter would seem more stringent and negative leadership affects.

4.1.4. Psychological Climate Confirmatory Factor Analysis Results

A Factor analysis was also run on Psychological Climate. Before running a confirmatory factor analysis there were four items recoded. Those items were negatively phrased items and included items 4, 18, 20 and 21. An initial principle component analysis was run with an Oblimin Kaizer rotation. While two of the items showed a score above .32, the other three components did not and

therefore a varimax option was chosen. From the analysis, it was concluded that there were five components extracted.

- Component 1 – Component 1 showed that items 6, 7,8,15, and 13. A reliability test was run on this scale and showed the Cronbach's alpha as reported .859. While item 13 scored the lowest reliability, it is still accepted as it is above .3.
- Component 2- Component 2 showed items 1, 3, 2, 5, 14, and 4. The reliability analysis showed that this factor scored =.871 which is optimal. The only item, which was lower than the accepted score, was that of item 4, which showed an inter-correlation of .275. Removing this item would increase the alpha score to .911.
- Component 3 – 12,9,10, and 11. The reliabilities analysis showed a score of .813, which is again considered optimum. The inter-item correlations of each of these showed a consistency of scores between .4 and .5 respectively.
- Component 4 – 18, 16, 19, 17. The reliabilities analysis showed that the alpha scored = .796 which is acceptable. The inter-item scores also established an internal consistency with scores above .32.
- Component 5 – 21 and 20. The reliabilities analysis conducted showed a score of .5, which is an unacceptable level of reliability. Although the inter-item scores were high, the researcher therefore rejected this component.

Considering the results from the factor analysis the researcher extracted only four components, as the fifth was not reliable enough to add as a valid point. From this, the following components were identified as the following variables:

- Component 1- Expectations (Organisation)
- Component 2-Agency (Leadership)
- Component 3-Admiration (Group)
- Component 4- Authenticity (Role)

4.1.5. Organisational Citizenship Behaviour Factor Analysis Results

A Factor analysis was also run on Organisational Citizenship Behaviour items. An initial principle component analysis was run with an Oblimin Kaizer rotation. Only one component was revealed

as a component. This not being very unheard of in a South African data set. However, what has been suggested in literature is referring and investigating whether this can be related to helping behaviour or in other terms 'Civic Virtue'. Combatively in this research, 65% of the variance in the scale has been drawn from only one factor and therefore for the purposes of this research and for the reflection of current research only one factor has been drawn for this research and labelled Civic Virtue.

4.2. Descriptive Statistics

Descriptive statistics aim to provide information on the frequencies of scores and their interrelationships. A Kolmogorov-Smirnov test was also conducted to assess the normality of PsyCap, Organisational Citizenship Behaviour and Psychological Climate. The results of the Kolmogorov-Smirnov test revealed that there was no difference between the distributions of the sample and population.

As the significance values for all four scales were above 0.05; thus indicating that the sample

Distributions were normally distributed (See Table3) The Cronbach alpha coefficient for all the instruments were accepted at ≥ 0.70 ; which is an agreed acceptable status (Choy, 2014). The Cronbach alpha coefficient for the Psychological Capital scale was ($\alpha=.852$). The Cronbach alpha coefficient for the Organisational Citizenship scale was ($\alpha=.865$). The Cronbach alpha coefficient for the Psychological climate scale was ($\alpha=.858$).

Table 3 presents descriptive statistics for the Psychological Capital Questionnaire (PCQ). The PCQ has 24 items, which are split into four subscales. From the factor analysis performed these subscales were scored as such- self-efficacy (items 2, 6, 3, 4, and 5), hope (items 7, 17, 14, 1 and 9), optimism (items 10, 18, 12, 15, and 16), and resilience (items 21, 19, 24, 22, 8, and 11). This being measured on a 6-point Likert scale ranging from ("1= strongly disagree" through to "6 = strongly agree").

The subscales presented above are complete scores from each composite. The results of such indicate that for the total scores from the PCQ the total range was 32-106 (M= 95.67, SD= 14.99). The total score was non-normally distributed with a skewedness of -.775 (SE=.126), and Kurtosis of 1.037 (SE=.251). A study by Gögens-Ekermans and Herbert (2013) reflecting on the

psychometric properties of psychological capital reported the Cronbach's alpha on a recent South Africa sample as $\alpha=.91$, this is relevant in this case as it is similar to the recorded total $\alpha=.852$. Overall, this indicates that this is relatively reliable measure in relation to this scale. This comfortably meeting the ≥ 0.70 cut-off standard as well as being relevant in comparison to similar studies.

Table 3. Descriptive Statistics for Psychological Capital

	Mean	Range		SD	SK	Kurtosis	Alpha (α)
		Min	Max				
Hope	23.95	7	30	3.75	-.923	1.90	.82
Optimism	22.58	5	30	4.03	-.963	1.75	.796
Resilience	26.39	9	36	5.37	-.610	.240	.796
Self-Efficacy	22.74	6	30	4.69	-.777	.367	.74
Total	95.67	32	106	14.99	-.775	1.037	.852

Note: SK = Skewedness; SD = Standard Deviation

The average range of self-efficacy total range from 6-30 (M=22.74, SD= 4.69). Self-Efficacy was non-normally distributed with a skewedness of $-.777$ (SE=.126), and Kurtosis of $.367$ (SE=.251). The study by Görgens-Ekermans and Herbert (2013) reported self-efficacy was established at $\alpha=0.83$, in relation this was reached at $\alpha=.74$. This comfortably meeting the ≥ 0.70 cut-off standard.

The average range of hope total range from 7-30 (M=23.95, SD= 3.75). Hope was non-normally distributed with a skewedness of $-.923$ (SE=.126), and Kurtosis of 1.90 (SE=.251). Görgens-Ekermans and Herbert (2013) report the scale hope as $\alpha = 0.81$ in relation this was reached at $\alpha = .82$. Therefore indicating a relatively reliable outcome. This comfortably meeting the ≥ 0.70 cut-off standard.

The average range of optimism total range from 5-30 (M=22.58, SD= 4.03). Optimism was non-normally distributed with a skewedness of -.963 (SE=.126), and Kurtosis of 1.75 (SE=.251). Optimism was rated as $\alpha = 0.72$; optimism which was similar in this sample at $\alpha = .796$. This comfortably meeting the ≥ 0.70 cut-off standard.

The average range of resilience total range from 9-36 (M=26.39, SD= 5.37). Resilience was non-normally distributed with a skewedness of -.610 (SE=.126), and Kurtosis of .240 (SE=.251). Interestingly, two of the scores that are generally associated with this measure were removed prior to this analysis as they did not achieve a high enough reliability which Gørgens-Ekermans and Herbert (2013) also found as there has been a similar occurrence in South African settings whereby scores in this range seem to equate to $\alpha = 0.69$. This may warrant further investigation as perhaps there is a value-laden reason as to why items in this range seem to show a lower reliability score. However, those items were removed and as such an alpha of $\alpha = .79$ was achieved.

Table 4. Descriptive Statistics for Organisational Citizenship Behavior

	Mean	Range		SD	SK	Kurtosis	Alpha (α)
		Min	Max				
Altruism	3.71	1	5	1.042	-.517	-.405	.793
Civic virtue	3.50	1	5	1.106	-.510	-.497	.817
Conscientiousness	3.34	1	5	.992	-.257	-.421	.752
Courtesy	3.57	1	5	.987	-.459	-.219	.807
Sportsmanship	3.47	1	5	1.072	-.431	-.458	.857
Total	17.59	5	25	4.190	-.491	-.153	.807

Note: SK = Skewedness; SD = Standard Deviation

Table 4. Presents descriptive for the Organisational Citizenship Behaviour Questionnaire (OCB-Q). The OCB-Q forms part of five dimensions within the test. These five dimensions include

Altruism, Civic Virtue, Conscientiousness, Sportsmanship, and Courtesy. Each item is answered using a five point response anchor numbered from one (Never) to five (always).

From the results of the descriptive statistics the total OCB-Q ranged from 5-25 (M=17.59, SD=4.190). The total was non-normally distributed with a skewedness of -.491 (SE=.126), and Kurtosis of -.153 (SE=.251). Various studies have illustrated alpha scores on the OCB scale show as 0.78 to 0.92, which equate to a reliable statistical measure (Avey, Nimnicht, Norman, and Pigeon, 2010a). In this case the Alpha score $\alpha=.807$ which both reflects other studies but equally shows an above acceptable reliability score.

The average range of altruism subscale ranged from 1-5 (M=3.71, SD= 1.042). Altruism was non-normally distributed with a skewedness of -.517 (SE=.126), and Kurtosis of -.405 (SE=.251). In this study altruism reached a comfortable reliability score $\alpha=.793$.

The average range of civic virtue range from 1-5 (M=3.50, SD= 1.106). Civic Virtue was non-normally distributed with a skewedness of -.510 (SE=.126), and Kurtosis of -.497 (SE=.251). In this study civic virtue reached a comfortable reliability score $\alpha=.817$.

The average range of conscientiousness range from 1-5 (M=3.34, SD=.992). Conscientiousness was non-normally distributed with a skewedness of -.257 (SE=.126), and Kurtosis of -.421 (SE=.251). This comfortably meeting the ≥ 0.70 cut-off standard. In this study conscientiousness reached a comfortable reliability score $\alpha=.752$.

The average range of courtesy range from 1-5 (M=3.57, SD=.987). Courtesy was non-normally distributed with a skewedness of -.459 (SE=.126), and Kurtosis of -.219 (SE=.251). This comfortably meeting the ≥ 0.70 cut-off standard. In this study courtesy reached a comfortable reliability score $\alpha=.807$.

However, for the purposes of this research the items were not identified as such for the further part of this research and were simply inputted here for descriptive power.

Table 5. Presents descriptive statistics for Psychological Climate measure. The climate measure enclosed 21 items. This being measured on a 7-point Likert scale ranging from (“1= strongly disagree” through to “7 = strongly agree”). The total of the climate score ranged from 23-129

(M=89.97, SD= 21.89). The total reliability score ($\alpha=.857$) which comfortably meets the ≥ 0.70 cut-off standard.

Table 5. Descriptive Statistics for Psychological Climate measure

	Mean	Range		SD	SK	Kurtosis	Alpha (α)
		Min	Max				
Expectations	20.98	5	35	7.144	-.241	-.675	.793
Agency	30.42	6	42	8.014	-.798	.214	.817
Admiration	20.82	4	28	4.980	-.807	.708	.752
Authenticity	17.75	4	28	5.559	-.317	-.466	.807
Climate Total	89.97	23	129	21.889	-.566	-.192	.857

Note: SK = Skewedness; SD = Standard Deviation

For the Expectations scale this ranged from 5-35 (M=20.98, SD=7.144). Expectations was non-normally distributed with a skewedness of -.241 (SE=.126), and Kurtosis of -.675 (SE=.251), and a reported reliability score of $\alpha=.793$ which is an acceptable score.

The average range of the agency scale was from 6-42 (M=30.42, SD=8.014). Leadership was non-normally distributed with a skewedness of -.798 (SE=.126), and Kurtosis of .214 (SE=.251), and a reported reliability score of $\alpha=.817$ which is an acceptable score.

The average range for the admiration scale was from 4-28 (M=20.82, SD=4.980). Admiration was non-normally distributed with a skewedness of -.807 (SE=.126), and Kurtosis of .708 (SE=.251), and a reported reliability score of $\alpha=.752$ which is an acceptable score.

Finally, the range for the authenticity scale ranged from 4-28 (M=17.75, SD=5.559). Authenticity was non-normally distributed with a skewedness of -.317 (SE=.126), and Kurtosis of -.466 (SE=.251), and a reported reliability score of $\alpha=.807$ which is an acceptable score.

4.3. Pearson's Product Correlation Analysis

The aim of a correlative procedure is to measure a relationship between two variables. Including the strength and direction. Whilst generally the Pearson's R is used to establish statistical significance or power of a given direction, it is important to establish on what grounds, even though it is so widely used (Pallant, 2011). Furthermore, in relation to the sample sizes, whilst it is often reflecting that larger sizes have greater 'power' it is not necessarily the truth as such statistics become a lot more sensitive to variability and shifts (Pallant, 2011). Following next is the results of a simple linear regression analysis and a multiple regression Analysis, which provides an indication of PsyCap mediating the relationship between Organisational Citizenship Behaviour, and Psychological Climate.

The results as presented in table 6 are results from a conducted correlation on Psychological Climate, Psychological Capital and Organisational Citzenships.

Following the descriptive statistics analysis, a Pearson's product correlation analysis was conducted to determine the relationship between Psychological Capital, Psychological Climate and Organisational citizenship. From the analysis, the following statistical interpretations have been made.

From the correlation analysis Hope had the highest correlation with resilience (Large effect); ($p \leq 0.01$, $r = .636$). Then Optimism (Large effect); ($p \leq 0.01$, $r = .609^{**}$) and Self Efficacy (Large effect); ($p \leq 0.01$, $r = .605$), all of which form part of the Psychological Capital scale. The next strong positive correlation outside of the Psychological Capital Measure was Admiration (Medium effect); ($p \leq 0.01$, $r = .428^{**}$), followed by Authenticity (Medium effect); ($p \leq 0.01$, $r = .391^{**}$), then Agency (Medium effect); ($p \leq 0.01$, $r = .369^{**}$), Expectations (Medium effect); ($p \leq 0.01$, $r = .353^{**}$) and finally Civic Virtue (Medium effect); ($p \leq 0.01$, $r = .333^{**}$).

Civic Virtue showed a strong and positive relationship towards Expectations (Large effect); ($p \leq 0.01$, $r = .642^{**}$), then both Agency and Admiration (Large effect); ($p \leq 0.01$, $r = .605^{**}$), and finally Authenticity (Large effect); ($p \leq 0.01$, $r = .583^{**}$). Moderate relationships were found between Resilience (medium effect); ($p \leq 0.01$, $r = .478^{**}$) then, Self-Efficacy (medium effect);

($p \leq 0.01$, $r = .437^{**}$). Finally, the weakest correlation was observed between Optimism and Civic Virtue ($p \leq 0.01$, $r = .351$).

Table 6. Pearson's product correlation analysis Results

	Hope	OCB	Optimism	Expectations	Agency	Admiration	Authenticity	Resilience	Self-Efficacy
Hope	1	.333**	.609**	.353**	.369**	.428**	.391**	.636**	.605**
OCB	---	1	.351**	.642**	.605**	.605**	.583**	.478**	.437**
Optimism	---	---	1	.347**	.358**	.407**	.444**	.642**	.538**
Expectations	---	---	---	1	.661**	.640**	.592**	.584**	.465**
Agency	---	---	---	---	1	.613**	.649**	.486**	.489**
Admiration	---	---	---	---	---	1	.599**	.556**	.547**
Authenticity	---	---	---	---	---	---	1	.553**	.527**
Resilience	---	---	---	---	---	---	---	1	.601**
Self-Efficacy	---	---	---	---	---	---	---	---	1

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

Optimism shared the highest correlation with Resilience (Large effect); ($p \leq 0.01$, $r = .642^{**}$), followed by self-efficacy (Large effect); ($p \leq 0.01$, $r = .538^{**}$). Moderate relationships were found for the remaining factors: Authenticity (medium effect); ($p \leq 0.01$, $r = .444^{**}$), Admiration (medium effect); ($p \leq 0.01$, $r = .407^{**}$), Agency (medium effect); ($p \leq 0.01$, $r = .358$), and finally Expectations (medium effect); ($p \leq 0.01$, $r = .347$).

Expectations shared the strongest and highest correlation with agency (Large effect); ($p \leq 0.01$, $r = .661^{**}$), followed by Admiration (Large effect); ($p \leq 0.01$, $r = .640^{**}$), Authenticity (Large effect); ($p \leq 0.01$, $r = .592^{**}$), and Resilience (Large effect); ($p \leq 0.01$, $r = .584^{**}$). There was also

a notably moderate relationship correlated with Self – Efficacy (Medium effect); ($p \leq 0.01$, $r = .465^{**}$).

Agency exhibited the strongest positive relationship with Authenticity (Large effect); ($p \leq 0.01$, $r = .649^{**}$), then Admiration (Large effect); ($p \leq 0.01$, $r = .613^{**}$). With moderate positive relationships with Self- Efficacy (Medium effect); ($p \leq 0.01$, $r = .489^{**}$), and Resilience (Medium effect); ($p \leq 0.01$, $r = .486^{**}$).

Admiration showed a positive relationship with Authenticity (Large effect); ($p \leq 0.01$, $r = .599^{**}$). Followed by Resilience (Large effect); ($p \leq 0.01$, $r = .556^{**}$) and Self Efficacy (Large effect); ($p \leq 0.01$, $r = .547^{**}$).

Authenticity correlated the highest with Resilience (Large effect); ($p \leq 0.01$, $r = .553^{**}$), and then Self Efficacy (Large effect); ($p \leq 0.01$, $r = .527^{**}$). Finally Self – Efficacy and Resilience showed a high positive relationship (Large effect); ($p \leq 0.01$, $r = .601^{**}$).

4.4. Regression Analysis

Regression analysis is a statically method used to predict relationships or values between one variable (dependent variable) based on other variables (independent variables) (Pallant, 2011). If a relationship exists, one can test for the strength and value, as well as predict or forecast such scores for the future (Pallant, 2011). As a primary focus of this study was to examine whether the three aspects are inter correlated and can be used to predict one another the steps that were taken were using each extracted sector to test on each scale. If one considers the Hypothesis proposed then the regression analysis proposed aims to consolidate and answer those question. Below each of the factors has been correlated to explore their relationships.

A linear regression analysis was conducted on Psychological Climate as a predictor. The results of the linear regression analysis indicates that Psychological Climate predicts 47.3% of the variance in the Psychological Capital sections ($R^2 = .467$; $f = 82.99$, $p < 0.00$). A statistical significance was found for two of the predictors which found to make unique contribution to Psychological Climate, these were Resilience ($\beta = .465$; $t = 8.306$; $p < 0.00$) followed by a moderate predictor for Self-Efficacy ($\beta = .344$; $t = 6.726$; $p < 0.00$).

Table 7. Climate and Psychological Capital^a

	Climate Total	Hope	Optimism	Resilience	Self-Efficacy
Climate Total	1.000	.447	.450	.636	.589
Hope	---	1.000	.609	.636	.605
Optimism	---	---	1.000	.642	.538
Resilience	---	---	---	1.000	.601
Self-Efficacy	---	---	---	---	1.000

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

Table 8. Climate and Psychological Capital^b

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	β		
(Constant)	11.330	5.657		2.003	.046
Hope	-.331	.319	-.057	-1.040	.299
Optimism	.004	.287	.001	.015	.988
Resilience	1.894	.228	.465	8.306	.000*
Self-Efficacy	1.604	.239	.344	6.726	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

Table 9. Expectations and Psychological Capital ^a

	Expectations	Hope	Optimism	Resilience	Self-Efficacy
Expectations	1.000	.353	.347	.584	.465
Hope	---	1.000	.609	.636	.605
Optimism	---	---	1.000	.642	.538
Resilience	---	---	---	1.000	.601
Self-Efficacy	---	---	---	---	1.000

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

A linear regression analysis was conducted on the first factor of Psychological Climate-Expectations. The results of the linear regression analysis indicates that Expectations predicts 37.1% of the variance in the Psychological Capital sections ($R^2 = .364$; $f = 54.51$, $p < 0.00$). A statistical significance was found for two of the predictors which found to make unique contribution to Expectations, these were Resilience ($\beta = .553$; $t = 9.050$; $p < 0.00$) followed by a moderate predictor for Self-Efficacy ($\beta = .228$; $t = 4.087$; $p < 0.00$).

Table 9. Expectations and Psychological Capital ^b

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	<i>B</i>	<i>Std. Error</i>	β		
(Constant)	.809	2.017		.401	.689

Hope	-.170	.114	-.089	-1.500	.135
Optimism	-.136	.102	-.077	-1.332	.184
Resilience	.736	.081	.553	9.050	.000*
Self-Efficacy	.348	.085	.228	4.087	.000*

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

Table 10. Agency and Psychological Capital ^a

	Leadership	Hope	Optimism	Resilience	Self-Efficacy
Leadership	1.000	.369	.358	.486	.489
Hope	---	1.000	.609	.636	.605
Optimism	---	---	1.000	.642	.538
Resilience	---	---	---	1.000	.601
Self-Efficacy	---	---	---	---	1.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

Table 10. Agency and Psychological Capital ^b

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients		
(Constant)	6.925	2.392		2.896	.004
Hope	-.039	.135	-.018	-.290	.772

Optimism	.005	.121	.003	.043	.966
Resilience	.459	.096	.307	4.761	.000*
Self-Efficacy	.536	.101	.314	5.318	.000*

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

The regression model accounted for 29.7% of the variance on the Agency factor ($R^2 = .29$; $f = 39.132$, $p < 0.00$). A statistical significance was found for two of the predictors, which found to make unique contribution to Agency. Self-Efficacy was the strongest unique predictor, even though this was weak ($\beta = .314$; $t = 5.318$; $p < 0.00$) followed by Resilience ($\beta = .307$; $t = 4.761$; $p < 0.00$).

Table 11. *Admiration and Psychological Capital*^a

	Admiration	Hope	Optimism	Resilience	Self-Efficacy
Admiration	1.000	.428	.407	.556	.547
Hope	---	1.000	.609	.636	.605
Optimism	---	---	1.000	.642	.538
Resilience	---	---	---	1.000	.601
Self-Efficacy	---	---	---	---	1.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

Table 11. *Admiration and Psychological Capital*^b

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	β		
(Constant)	4.070	1.396		2.917	.004
Hope	.001	.079	.001	.012	.990
1 Optimism	-.001	.071	-.001	-.018	.986
Resilience	.331	.056	.357	5.885	.000*
Self-Efficacy	.353	.059	.332	5.995	.000*

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

From the regression analysis the model accounted for 38% of predictive variance on Admiration ($R^2 = .374$; $f = 56.753$, $p < 0.00$). A statistical significance was found for two of the predictors which found to make unique contribution to Admiration - Resilience ($\beta = .357$; $t = 5.885$; $p < 0.00$) followed by Self-Efficacy ($\beta = .332$; $t = 5.995$; $p < 0.00$). However, these not being particularly high.

Table 12. *Authenticity and Psychological Capital*^b

	Authenticity	Hope	Optimism	Resilience	Self-Efficacy
Authenticity	1.000	.391	.444	.553	.527

Hope	---	1.000	.609	.636	.605
Optimism	---	---	1.000	.642	.538
Resilience	---	---	---	1.000	.601
Self-Efficacy	---	---	---	---	1.000

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

Table 12. Authenticity and Psychological Capital^b

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	-.475	1.569		-.303	.762
Hope	-.123	.088	-.083	-1.391	.165
Optimism	.137	.080	.099	1.718	.087
Resilience	.368	.063	.355	5.823	.000
Self-Efficacy	.368	.066	.310	5.560	.000

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

The regression model accounted for 37.2% of the variance for Authenticity ($R^2 = .365$; $f = 54.758$, $p < 0.00$). A statistical significance was found for two of the predictors, which found to make unique contribution to Authenticity: Resilience ($\beta = .355$; $t = 5.823$; $p < 0.00$) followed by a moderate predictor for Self-Efficacy ($\beta = .310$; $t = 5.560$; $p < 0.00$).

Table 13. Expectations and Organisational Citizenship Behaviour^a

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	1.727	1.223		1.412	.159
OCBTotal	1.095	.068	.642	16.177	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

The regression model accounted for 41.2% of the variance about Expectations ($R^2 = .411$; $f = 261.691$, $p < 0.00$). A statistical significance was found between the two constructs ($\beta = .642$; $t = 16.177$; $p < 0.00$).

Table 13. Agency and Organisational Citizenship Behaviour ^b

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	10.053	1.425		7.056	.000*
OCB Total	1.158	.079	.605	14.690	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

The regression model accounted for 36.6% of predictive value on Agency ($R^2 = .365$; $f = 215.789$, $p < 0.00$). A statistical significance was found for Agency and OCB ($\beta = .605$; $t = 14.690$; $p < 0.00$).

Table 13. Admiration and Organisational Citizenship Behaviour ^c

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		

	<i>B</i>	<i>Std. Error</i>	β	<i>t</i>	<i>Sig.</i>
(Constant)	8.176	.886		9.233	.000*
OCBTotal	.719	.049	.605	14.681	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

The regression model accounted 36.6% of predictive variance towards Admiration ($R^2 = .365$; $f = 215.528$, $p < 0.00$). A statistical significance was found ($\beta = .605$; $t = 14.681$; $p < 0.00$).

Table 13. *Authenticity and Organisational Citizenship Behaviour*^d

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	<i>B</i>	<i>Std. Error</i>	β		
(Constant)	4.137	1.009		4.102	.000*
OCB Total	.774	.056	.583	13.868	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

The regression model accounted for 34% of the variance ($R^2 = .338$; $f = 192.329$, $p < 0.00$). A statistical significance was found ($\beta = .583$; $t = 13.868$; $p < 0.00$).

Table 14. *Organisational Behaviour and Psychological Capital*

	OCBTotal	Hope	Optimism	Resilience	Self-Efficacy
OCB Total	1.000	.333	.351	.478	.437
Hope	---	1.000	.609	.636	.605
Optimism	---	---	1.000	.642	.538

Resilience	---	---	---	1.000	.601
Self-Efficacy	---	---	---	---	1.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	6.209	1.278		4.856	.000
Hope	-.060	.072	-.053	-.828	.408
Optimism	.030	.065	.029	.468	.640
Resilience	.270	.052	.345	5.230	.000
Self-Efficacy	.220	.054	.247	4.085	.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

The regression model accounted for 26.6% of the variance ($R^2 = .258$; $f = 33.44$, $p < 0.00$). A statistical significance was found for two of the predictors, which found to make unique contribution to Organisational Citizenship Behaviour: Resilience ($\beta = .345$; $t = 5.230$; $p < 0.00$) and Self-Efficacy ($\beta = .247$; $t = 4.085$; $p < 0.05$).

Table 15. Hope and Organisational Citizenship Behaviour^a

	Hope	OCBTotal
Hope	1.000	.333

OCB Total --- 1.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship

(Large effect)

Table 15. Hope and Organisational Citizenship Behaviour^b

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	18.711	.790		23.693	.000*
OCBTotal	.298	.044	.333	6.825	.000*

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship

(Large effect)

A Standard multiple regression test was used to assess the ability of Organisational Citizenship Behaviour in predicting Hope. The regression model accounted for 11.1% of the variance ($R^2 = .109$; $f = 46.58$, $p < 0.00$). A statistical significance was found it is weak ($\beta = .333$; $t = 6.825$; $p < 0.00$)).

Table 16. Optimism and Organisational Citizenship Behaviour^a

	Optimism	OCBTotal
Optimism	1.000	.351
OCBTotal	---	1.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship

(Large effect)

Table 16. Optimism and Organisational Citizenship Behaviour ^b

Model	Unstandardized Coefficients		Standardized	t	Sig.	
	B	Std. Error	Coefficients β			
1	(Constant)	16.636	.844		19.715	.000*
	OCBTotal	.338	.047	.351	7.243	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

A Standard multiple regression test was used to assess the ability of Organisational Citizenship Behaviour in predicting Optimism. The regression model accounted for 12.3 % of the variance ($R^2 = .121$; $f = 52.459$, $p < 0.00$). A statistical significance was found however it is weak ($\beta = . . . 351$; $t = 7.243$; $p > 0.05$).

Table 17. Resilience and Organisational Citizenship Behaviour ^a

	Resilience	OCBTotal
Resilience	1.000	.478
OCB Total	---	1.000

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

Table 17. Resilience and Organisational Citizenship Behaviour ^b

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		

(Constant)	15.620	1.053		14.834	.000*
OCBTotal	.613	.058	.478	10.518	.000*

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

A Standard multiple regression test was used to assess the ability of Organisational Citizenship Behaviour in predicting Resilience. The regression model accounted for 22.9 % of the variance (R2 = .227; f = 110.621, p < 0.00). A statistical significance was found between the two even though this was moderate ($\beta = .478$; $t = 10.518$; $p > 0.05$).

Table 18. *Self – Efficacy and Organisational Citizenship Behaviour^a*

	Self-Efficacy	OCBTotal
Self-Efficacy	1.000	.437
OCBTotal	.437	1.000

*p ≤ 0, 05; **p ≤ 0, 01; + r ≥ 0, 30 – Practically significant relationship (Medium effect); ++ r ≥ 0, 50 practically significant relationship (Large effect)

Table 18. *Self-Efficacy and Organisational Citizenship Behaviour^b*

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	β		
(Constant)	14.118	.943		14.973	.000*
OCBTotal	.490	.052	.437	9.395	.000*

* $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

A Standard multiple regression test was used to assess the ability of Organisational Citizenship Behaviour in predicting Self-Efficacy. The regression model accounted for 19.1% of the variance ($R^2 = .189$; $f = 88.270$, $p < 0.00$). A statistical significance was found however it was moderate ($\beta = .437$; $t = 9.395$; $p < 0.00$).

4.5. Multiple Regression Analysis

A final analysis was done on the data set to determine whether PsyCap did mediate the relationship between Psychological Climate and Organisational Citizenship Behaviour. Three steps must be fulfilled to test for a mediating variable (Blanche, Durrheim, & Painter, 2006). Therefore, to test this the beta coefficients of different regressions must be compared. In this step, two steps were part of the analysis. The first is an analysis of the mediating variable i.e. psychological capital, which is predicated by the indecent variable (Blanche, Durrheim, & Painter, 2006). There should be some level of predictive value between these two components. The second step concretises this presumption (Blanche, Durrheim, & Painter, 2006). The second step is considering the mediator and the indecent variable on the dependent variable (Blanche, Durrheim, & Painter, 2006). Finally, the dependent variable should be regressed on the independent variable, while controlling the mediator (Blanche, Durrheim, & Painter, 2006).

Table 19. Correlation for Psychological Capital as mediator

	OCB Total	Climate Total	PSYCAP Total
OCB Total	1	.717**	.486**
Climate Total	.717**	1	.645**
PSYCAP Total	.486**	.645**	1

** Correlation is significant at the 0.01 level (2-tailed). * $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

Table 19. Is the first step in determining whether Psychological Capital is a mediator variable. From an initial correlation, we can see that there is significant correlation between each of the overall variables.

The second step is conducting a regression analysis between all three variables to ensure there is significance and whether there is a drastic change in the significance levels.

Table 20. *Psychological Climate and Organisational Behaviour*

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	4.602	1.224		3.759	.000*
PSYCAP Total	.136	.013	.486	10.735	.000*

a. Dependent Variable: OCB Total * $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

From table 20. It can be deduced that 23.6% of Organisational Citizenship behaviour can be predicted by psychological capital ($R^2 = .234$; $f = 115.233$ $p < 0.00$). This was shown as a fairly strong and positive relationship ($\beta = .486$; $t = 10.735$; $p < 0.00$).

Table 21. *Psychological Capital, Psychological Climate, and Organisational Behaviour*

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	-.025	5.594		-.005	.996
PSYCAP Total	.941	.058	.645	16.282	.000*

a. Dependent Variable: Climate Total * $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

From table 21. It can be deduced that 41.5% of Psychological Capital can be predicted by psychological climate ($R^2 = .414$; $f = 265.112$ $p < 0.00$). Overall, Psychological Climate also shows a fairly strong and positive relationship with Psychological Capital ($\beta = .645$; $t = 16.282$; $p < 0.00$).

Table 22. Psychological Climate, Psychological Capital, and Organisational Behaviour

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	-12.734	4.547		-2.801	.005
OCB Total	2.762	.189	.529	14.632	.000*
PSYCAP Total	.566	.053	.388	10.731	.000*

a. Dependent Variable: Climate Total * $p \leq 0, 05$; ** $p \leq 0, 01$; + $r \geq 0, 30$ – Practically significant relationship (Medium effect); ++ $r \geq 0, 50$ practically significant relationship (Large effect)

From table 22. It can be deduced that 62.9% of Psychological Climate can be predicted by psychological capital and Organisational citizenship behaviour ($R^2 = .627$; $f = 315.33$; $p < 0.00$). Overall, Organisational Citizenship behaviour showed the highest contributing model ($\beta = .529$; $t = 14.632$; $p < 0.00$). As well as Psychological Capital ($\beta = .388$; $t = 10.731$; $p < 0.00$).

Table 23. Organisational Behaviour, Psychological Climate, and Psychological Capital

	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients β		
(Constant)	4.605	.977		4.715	.000*

PSYCAP Total	.011	.013	.040	.857	.392
Climate Total	.132	.009	.691	14.632	.000*

Dependent Variable: OCB Total* $p \leq 0,05$; ** $p \leq 0,01$; + $r \geq 0,30$ – Practically significant relationship (Medium effect); ++ $r \geq 0,50$ practically significant relationship (Large effect)

From table 23. It can be deduced that 51.5% of Organisational Citizenship behaviour can be predicted by psychological capital and psychological climate ($R^2 = .512$; $f = 197.579$, $p < 0.00$). Overall, Psychological Climate showed the highest contributing model ($\beta = .691$; $t = 14.632$; $p < 0.00$). However, Psychological Capital ($\beta = .040$; $t = .857$; $p > 0.00$) showed no significance and little overall contribution.

It can therefore be deduced that whilst psychological capital does predict both Organisational Citizenship and Psychological Climate, there is a high chance it mediates climate than it does citizenship. A secondary measure was there preformed to confirm the findings– the Sobel test, which can confirm assumptions regarding the relationship between the variables. Figure 2. Below is an illustration of the Sobels Test to aid in the results.

Figure 2. Sobels Test

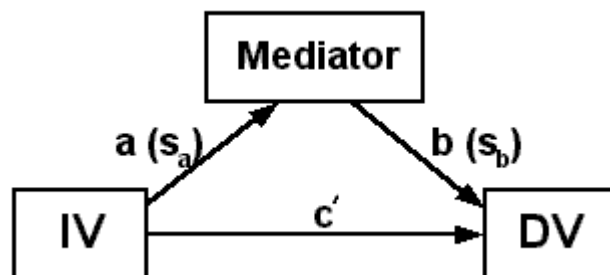


Table 35. Psychological Capital as Mediator

Input	Test Statistic	Std Error:	<i>p</i> -value
-------	----------------	------------	-----------------

A	.136	8.79218959	0.01455565	0
B	.941			
Sa	.013			
Sb	.058			

The sobel test confirmed that Psychological Capital is the mediating variable between psychological climate and Organisational citizenship behaviour as the Z score was confirmed as $Z = 8.79$ and $p = 0.05$. According to this mediation analysis, PsyCap is confirmed as a mediating the relationship between Psychological Climate and Organisational Citizenship Behaviour.

4.7. Summary

This chapter provided results for the factor analysis from Psychological Capital and Psychological Climate. The analysis revealed that 4-factor model suited Psychological Capital, and a four factor model best suited the Psychological Climate construct. In the chapter, this also elaborated on the reliabilities, coefficients, ad correlation analysis of all of these constructs. Finally, a linear regression was run on all the factors within each construct, and finally a mediated regression was run to explore the mediation of Psychological Capital, Organisational Capital and Psychological Climate, the results of which indicated that this hypothesis was correct.

CHAPTER 5: DISCUSSION

5. Introduction

This chapter provides a discussion of the results obtained during this study. This includes a discussion on the results of the series of analyses' conducted, and various studies that extrapolated either similar results or who hinted at similar. To begin a review of the research questions and hypothesis' are provided below.

The research questions were:

- 1) What is the relationship between psychological capital, psychological climate, and organisational citizenship at different tertiary institutions?
- 2) Does the level of psychological capital serve as a predictor to the level of psychological climate to organisational citizenship behaviour?
- 3) Does psychological climate act as a mediator of psychological climate to organisational citizenship behaviour?
- 4) What factors of Psychological Capital load onto Psychological Climate, and Organisational Citizenship?

This study aimed to explore and answer the following hypothesis:

Hypothesis 1: Factors found within the Psychological Climate scale positively correlate with sub factors found on Psychological Capital

Hypothesis 2: Constructs of Psychological Climate positively relates to organisational Citizenship Behaviour

Hypothesis 3: Constructs of Psychological Capital positively relates to organisational Citizenship Behaviour

Hypothesis 4: Psychological capital mediates the relationship between organisational Citizenship Behaviour and Psychological Climate

While this research can implore that Psychological Capital does mediate the relationship between OCB and Psychological Climate, there is reason to believe that organisational Climate may not be its own independent variable but equally a mediator.

5.1. Discussion of Results

5.1.1. Demographic information about the sample

The number of academics sampled across the nine different provinces came to 350 participants. For matters of reporting the sample consisted of 187 Males (49.9 %), 174 Female participants (46.4%), 2 Gender Non-Conforming participants (.5%), and 12 participants who preferred not to say (3.2 %). From the biographical data collected it is found, that majority of the participants were aged between 30-39 years, which made up 38.7% (145) of the sample. 25.5%(95) were aged between 20-29 years, 20.8 % (78) were 40-49 years, 13.3% (50) were aged 50-59% , and finally 1.9% (7) were aged 60-69 years. The marital demographics of the sample showed that 46.2% of the sample (173) participants were married, 35.7% (134) were single, 7.5% (28) were divorced, 4 % were in a civil union (15) and equally 4% (15) preferred not to say. 1.3 % (5) were engaged, .8 % (3) were widowed, and .5% (2) defined their status as other.

From the Faculty descriptive there showed that 45.6 % (171) participants preferred not to state which faculty they identified with, 16.3% (61) identified with the commerce faculty, 11.2% (42) were part of another department, 8.5 % (32) were for the Humanities faculty, both science (24) and engineering (24) were 6.4 %, 3.5 % (13) identified from the education faculty. From the sample, 77.1% (289) were Academic Lecturers. 20.3% (76) were part-time lecturers, and 2.7% (10) were Head of the department. The tenure of the participants rated from 46.4%(174) which were 5+ years, 19.5% (73) were 1-2 years, 17.3%(65) were 3-4 years, 11.2% (42) were 4-5 years, and 5.6% (21) had been working for under 1 year at the university. Finally, the qualification status of the sample showed that majority of the sample 43.7 (164) had a Master's degree. Secondly, 23.5%(88) had doctorates, 13.3%(50) had an honours degree, 10.1% (38) preferred not to say, 4.8% (18) had a bachelor's degree, 2.1% (8) had a Post-Graduate certificate, 1.3%(5) had a higher diploma, .8%(3) had a National Certificate/Diploma, and finally 3%(1) had an occupational certificate. These can be viewed in the 'Chapter 4: Results' Section of this paper.

5.1.2. Factor Analysis Results

The overall aim of the research was to examine the relationship between PsyCap, OCB and organisational climate. In order to do an objective of the research was to determine the strength of the relationship between these constructs and what predictive value, if any, was at all apparent. The secondary aim was to explore the nature to which each of these factors loaded onto one another

and whether PsyCap mediated the relationship between organisational Citizenship Behaviour and Psychological Climate.

A confirmatory factor analysis was conducted on the items of each of the constructs. The psychological capital instrument revealed a five-factor model. This not necessarily a total shift away from Avolio, Luthans and Youssef, (2007) original design of Psychological Capital and the four-factor structure. However, whilst all five factors showed an eigenvalue above one. One of which explained 35.29% of the variance. On further analysis of the co-efficient scores the researcher decided to remove the weakest factor as it did not weigh a high enough reliability score and therefore would only damage the data set. Considering the negative skew in this section, it is possible to assume that a reason for this may be social desirability where participants wanted to aim to likely reflect a desirability. Removing this factor meant removing items 19, 20, and 23, which were the negatively coded items and perhaps could require further analysis in future, research. The removal of these items is not isolated to this study alone. Similar research too contrasted the four factor models represented in research by Avey, Avolio, Luthans, and Norman (2007); and Larson, and Luthan (2006) each of which found a four-factor model being the best outcome. In contrast, Barkhuizen and Du Plessis (2012) they found a three factor model which best suited a South African sample and interestingly they consolidated this into hopeful-confidence, resiliency and optimism. This not being totally absent from research even conducted by Luthans and Yousseff (2007) who remarks that not only is there a high possibility that each factor loads into one factor, but that equally two factors can emerge. In this aspect, this was termed 'Hopeful confidence'. Whilst this is important to note, the researcher grouped the items as they formed and were explored. One can see that each of these groups seem to exhibit the original four items that were initially set in the research. Conceptually speaking while these may not be the original factor clustering's, there is some implicit meaning that could be attached.

Based on the findings of this research, academics across South Africa seemed to equally share a strong positive relationship with the construct 'Resilience'. This sharing a high correlation between constructs 'Resilience' and 'Expectations (Organisation)' (Large effect); ($p \leq 0.01$, $r = .584^{**}$). Considering the correlation between expectation and resilience implies that the higher the climate of expectation experienced the higher the level of resilience amongst academics. Understanding ones organisation and behaviours structuring such become an interactive feature. This is an

interaction, which is common in many current studies. Research has revealed that the higher awareness of what is expected of someone, equates to a higher level of resilience based purely on the understanding of what is expected. If one considers research on Academics and the consistent state of high levels of burnout and job insecurity perhaps herein lies an interesting angle that defends such statements.

The psychological climate instrument yielded similar results with five factors contributing to the overall structure. Whilst there has been extensive literature on the value and role of climate and the impact that it has, Jung, Kyung, and Yoon (2015) suggest that it in fact is entrenched and created by the organisation, with which the employees have total engagement with and as such deploy an interactive function that enables motivation and in some cases success. However, there is also much ambiguity around a definitive regard and what can be generally assessed. However, climate can generally be accepted as elements that are not tangible in an organisation but impact the undertone of the organisation. This is relatively stable overtime and can influence its member's behaviour.

Studies incorporating climate are often empirical as while the notion of climate, which is often, linked to Lewins's field theory and social psychology. This interactive relationship is one which has been adopted in this research and understood as climate being able to provide meaning to employees in helping them find a sense of self this being directly influenced by nine dimensions of organisational climate, namely such as "structure, responsibility, reward, risk, warmth, support, standards, conflict and identity" (Gedro, 2016, p. 177).

With reference to previous studies, reliability scores were relatively high ranging from .82 to .93. In an unpublished dissertation that utilizes a scale, the reliabilities were recorded at .83 and .88 (Dlodlo & Mafini, 2014). Similarly, this study recorded a reliability of .858. About the factor, modelling a similar study utilized a four-factor model with a reliability score of .79. The four factors relating to participation: .83; autonomy: .40; welfare: .87; and supportive leadership: .68 (Dlodlo & Mafini, 2014). For the purposes of this research the fifth factor was removed, as the reliability score did not yield a strong enough score. However, on reflection to the above-sited research there is interestingly much correlation as leadership and autonomy were both factors that were explored and labelled in this research. Although slightly different, the four dimensions outlined were Admiration, Authenticity, Expectations and Leaderships.

There was only one overall dimension that was revealed through the OCB analysis. While generally there are meant to be five factors that emerge the researcher related this result as a means the minimal amount of factors to initially impute. However, studies using OCB have sometimes also explored only one dimension, and such has often been viewed or understood as helping behaviour over all (Bachrach, Halfhill, Nielsen & Sundstrom, 2012). This being related to a role-task dependency that is often experienced (Amini, Mortazavi, & Yazdi, 2012). What has been argued in literature is the resource based vs. non-time intensive forms of citizenship behaviour and to what extent each can be indicative of the dimension. While much research has recorded 3 levelled factors, what has become generally noticeable and accepted is the helping dimension having the broadest and most agile construct that involves both non-time and non-resource pervasive structures (Avey, Mharte, & Reichard, 2011). The internal reliability of the helping scale in the study is $\alpha = .865$. The helping scale often being related directly to Civic virtue as a behaviour indicates personal responsibility to the workgroup (Beal, Cole, & Stravos, 2013). Therefore, after the factor analysis it was concluded that the one factor model would be used.

5.1.3. Descriptive of the Study

A Kolmogorov-Smirnov test was also conducted to assess the normality of PsyCap, Organisational Citizenship Behaviour and Psychological Climate. The results of the Kolmogorov-Smirnov test revealed that there was no difference between the distributions of the sample and population. A normal distribution was apparent in the study as all reached an accepted level of .5. The Cronbach alpha coefficient for all the instruments were accepted at ≥ 0.70 ; which is an agreed acceptable status. The Cronbach alpha coefficient for the Psychological Capital scale was ($\alpha=.852$). The Cronbach alpha coefficient for the Organisational Citizenship scale was ($\alpha=.865$). The Cronbach alpha coefficient for the Psychological climate scale was ($\alpha=.858$).

5.1.4. Pearson's Product Correlation Analysis

A person correlation analysis was conducted to determine the relationship between Psychological Capital, OCB, and Climate. The aim of a correlative procedure is to measure a relationship between two variables. Including the strength and direction. Whilst generally the Pearson's R is used to establish statistical significance or power of a given direction, it is important to establish on what grounds, even though it is so widely used (Pallant, 2011). Furthermore, in relation to the sample sizes, whilst it is often reflecting that larger sizes have greater 'power' it is not necessarily the truth as such statistics become a lot more sensitive to variability and shifts (Pallant, 2011). In this

research, the result revealed several positive and significant relationships between the constructs variables. However, what is equally clear from the Pearson's Correlation Analysis is that there are higher correlation between each factors constructs and therefore will not be discussed in this section.

First, the most important statistical elements that must be noted is the presence of a strong positive relationship with Resilience that was present throughout each of the factors. The highest being that of the correlation between Resilience and Expectations (Organisation) (Large effect); ($p \leq 0.01$, $r = .584^{**}$). If one considers the research on organisational change, and Positive organisational Behaviour, a very common variable is prevalent throughout decades of research. This imploring that the higher the state of resilience the more the ability to deal with change. Considering the correlation between expectation and resilience implies that the higher the climate of expectation experienced the higher the level of resilience amongst academics. Understanding ones organisation and behaviours structuring such become an interactive feature.

In research on psychological 'meaningfulness' there perhaps is a resourceful microcosm for understanding such implications. Psychological meaningfulness refers to "a feeling that one is receiving a return on investment of one's self in a currency of physical, cognitive, or emotional energy" (Kahn, 1990, ppp.703). In addition, psychological meaningfulness can also be considered the extent to which an individual feels their job is important. One which is mitigated between their own value systems as reference (Bachrach et al, 2012). In this regard, research on work engagement and academics seems to cohort a finite binary between the values of education outweighing the needs of the academic. Whilst organisational climate has not presented any studies related to academic staff members, there is an alarming relation to that of work engagement, and job satisfaction. Within this spectrum, it is argued that the relation of work engagement and satisfaction is weighted upon that of the organisational climate.

Agency exhibited the strongest positive relationship with Authenticity (Large effect); ($p \leq 0.01$, $r = .649^{**}$), then Admiration (Large effect); ($p \leq 0.01$, $r = .613^{**}$). With moderate positive relationships with Self- Efficacy (Medium effect); ($p \leq 0.01$, $r = .489^{**}$), and Resilience (Medium effect); ($p \leq 0.01$, $r = .486^{**}$). In related research by Koene, Soeters, and Vogelaar, (2002) found that various leadership styles have implicit and directly avert responses and effects amongst employees. In their study, it was found that charismatic leadership styles had the most substantial

impact upon organisational climate. This style endorses shared decision-making, and implicit care towards the wellbeing of employees. If one considers that leadership is one of the most important factors to consider about change management and wellbeing, it therefore goes without say that such is a vital point of investment.

It is important to consider the implications of each of the correlations between the constructs and not just merely the constructs on their own but the inter-correlations between each construct. The first would be the correlation between hope and the strong positive correlation with Admiration (Medium effect); ($p \leq 0.01$, $r = .428^{**}$), followed by Authenticity (Medium effect); ($p \leq 0.01$, $r = .391^{**}$), then Agency (Medium effect); ($p \leq 0.01$, $r = .369^{**}$), Expectations (Medium effect); ($p \leq 0.01$, $r = .353^{**}$) and finally Civic Virtue (Medium effect); ($p \leq 0.01$, $r = .333^{**}$). In related research, Nielsen, Bachrach, Sundstrom, and Halfhill (2012) propose that one's perception and level of engagement influence their ability to handle change. The constructs discussed in the latter statement seem to reinstate that there is a unique methodology and insight to change situations. In organisational change situations the level which an individual can manage stress is a direct link with wellbeing (Boudrias, Brunet, Desrumaux, Lapointe, & Sima, 2015).

Interestingly, this implies that the higher the element of Hope the higher the level of admiration is experienced. Hope, as noted previously can be broken into four constructs: Goals, Pathway Agency and Barriers. If we consider some of the earlier studies of Hope, the notion of Agency becomes apparent in the literature. Furthermore, what becomes apparent is the interconnectedness behind feelings of appreciation with Positive Psychological States. It becomes important here to note that this often becomes related to notions of gratitude. Gratitude is often perceived as the ability to appreciate someone else's ability. Yet, in this study, the climate of appreciation is the ability to receive and respond to positive gratitude from others by feeling valued. This thus being the ability to experience gratitude and receiving or active-constructive responding (Avey, Avolio, Luthans & Norman, 2008d). . This being the ability to both receive and have a reciprocal relationship. However, within the literature there seems to be some dispute between the natures of hope as a vehicle within the action- constructive response notion. This being that either hope is a driving vehicle behind the receiving gratitude or the ability to give gratitude. This lending itself to the perception of the self and ego. In other words, does the person position themselves as not seeing their total ability, or seeing their total ability? Interestingly, if we refers to appendix G to

consult the building blocks of each construct two themes emerge. One being the agility to perform confidently, and in an agile fashion, whereas the other is more so the reflection of that action. Therefore, it can be concluded here that the higher the aspect of someone's goals, pathways, and agency is achieved, the higher they experience a climate of gratitude.

Civic Virtue or organisational Citizenship Behaviour showed a strong and positive relationship towards Expectations (Large effect); ($p \leq 0.01$, $r = .642^{**}$). Considering, that in this essence Civic Virtue was considered helpful behaviour it is interesting to note the iterative fashion here whereby the more helpful resource one experienced the higher Job Responsibility was reflected in the climate. This insinuating a reciprocal relationship between the shared nature of an academics role and their level of firm Job Responsibilities experienced. Expectations and Resilience (Large effect); ($p \leq 0.01$, $r = .584^{**}$) showed an equally high relationship. This imploring that the more Expectations and clarity experienced in role, the more resiliency that individual most likely inherently has. Interestingly, imploring a reciprocal relationship and situational toughness. This validating the state-trait theoretical argument that was proposed in this research. Miles, Borman, Spector and Fox (2002) propose that individuals with increased sense of optimism seem to equally share many insightful factors with engagement and help orientated behaviours.

Broadening such a factor as in their view individuals who are more optimism are more likely to engage with altruistic and courteous behaviours. This same analogy is shared in change interventions where if a person enjoys change they are most likely going to enjoy and come with change more positively. If one considers such a notion, then Fredrickson's (2013) Broaden-and-Build theory of Positive Emotions becomes vital to explore. If one considers the impetus of said theory then by virtue the implication of positive emotions on relationships becomes evident (Diener and Seligman, 2002). But this equally leading individuals to be more inclined to help others (altruism), to be courteous to others (courtesy), and to avoid complaints that could damage such relationships (sportsmanship) (Borman, Fox, Miles & Spector, 2002). However, these findings indicate an important shift send change. The findings on the relationship between PsyCap and OCBs are consistent with research by Luthans, Youssef, and Avolio (2007) found that individuals with higher scales of PsyCap often have positive relationships the OCB and are more likely to engage with these behaviours. Fredrickson, Larkin, Tugade, and Waugh (2003, p. 441)

broadened such a statement and states that the “use broader thought-action repertoires, increasing the potential for proactive extra-role behaviours...”

5.1.5. Regression Analysis

For the purposes of this chapter it is important to explore the manner to which the variables were explored. Particularly for mediation modelling and for this research was an adaptation of Baron and Kenny's (1986) mediation model:

- 1) The independent variable should predict the mediator
- 2) The mediator and independent variables should predict the dependent variable (Baron and
- 3) The dependent variable should be regressed on the independent variable, while controlling the mediator.

If the steps are fulfilled and found to be significant, and the independent variable does not predict the dependent whilst controlling for the mediator, then it is a perfect correlation (Baron & Kenny, 1986)

Therefore, several linear regressions were done in order to fulfil the first two steps of the mediation process. This was done both on the total of each construct as well as the sub factors in order to reveal more results and combinations.

From the research it can be deduced that whilst psychological capital does predict both organisational Citizenship and Psychological Climate, however there is a high chance it mediates climate than it does organisational citizenship. Whilst there is no previous research that addresses the moderating capacity between these three constructs, there has been adequate research on the capability that Psychological Capital is a mediating variable on certain workplace behaviours. Psychological Capital has shown a significant relationship in the explanation and predictive value on individual behaviour, as well as the implicit nature having an equally valuable implication on the influence on organisational behaviours (Bowyer, Roberts, Scherer, 2011). Interestingly, Bowyer, Roberts, and Scherer (2011) found that those who possess high levels of psychological capital equally produce positive workplace behaviours. That most certainly being indicative of this study. However, the Broaden-and-Build Theory may have not accounted for exploring and improving such on the climate and citizenship behaviour of employees. If we consider in contrast the theory of positive emotions, which considers the tandem of positive emotions as the ability to build

individual resources, then one considers the proposed notion that the elements of psychological capital are elements that are utilized as a vehicle that ultimately produces perspectives and gauges OD experiences. Positive emotions thus fusion to broader modalities and ways of thinking that intermitted can affect business success.

However, if we take on the fact that climate and citizenship are somewhat mediated by internal resources, then arguably this impact has an external effect on performance. Additionally, if we consider the aspect of Civic Virtue, or helpful behaviour then perhaps this is somewhat explained by Psychological Capital. Avey, Luthans, and Wernsig (2008c) propose that positive emotions become revealed in organisational Citizenship Behaviours. Thus, a decrease in Psychological Capital should relate to a lower experience in positive climates and citizenship behaviours. This supports the theory that a higher level of positive states experienced increases higher levels of OCB and PsyCapp.

However, research on the generation of a positive climate implores that there is a positive link that would cause employees to act more positively. Furthermore, research on ‘unfavourable climate’ seems to draw similar aversions where such is would impede any strategic change management.

A study by Beal et al (2013) emphasis’ the benefits of adopting a positivist methodology in contemporary organisations. This benefit being linked to change scenarios and the recommendations and need for insights that adopt a state-trait insight (Beal et al, 2013). The treatment of such having a consequential impact upon the consideration of wellbeing, but the treatment of its facilities within an organisation. This being prevalent in this study. In order for adequate change interventions to be implored, the amount of resilience becomes a key imperative, as well as that of Admiration, Agency, and Expectations. From these perspectives, it further becomes important to recognize these aspects being a part of the academics’ scope and experience.

5.2. Summary

This chapter provided a detailed discussion of the results found in this study. This chapter highlighted key elements that were extrapolated from the data. Also key elements of relevant literature that highlight the key findings.

CHAPTER 6: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

6. Introduction

This chapter draws conclusions on the study findings, as well as presents limitations, and recommendation for future possible research.

6.1. Conclusion

The following conclusion can be made in regards to the constructs of Psychological Capital, Psychological Climate and organisational Citizenship Behaviour.

6.1.1. Psychological Capital

For the purpose of this research study, Psychological Capital was understood as an individual's positive state of development and state (Luthans & Youssef, 2010). Within this construct this consisting of four main sub factors, namely: self-efficacy, hope, optimism, and resilience (Luthans & Youssef, 2010). Self-efficacy refers to an individual's confidence in their abilities and skills to achieve a goal or to take action to execute a specific task. Hope is an individual's positive motivational state that is based on their motivation and expectation to attain a goal. Optimism refers to an individual's attribution style that internalizes positive events and externalizes negative events. Resiliency refers to an individual's capacity to bounce back from adversity and negative occurrences in life (Mastens, 2001). The positive psychological states inherent in PsyCap can be invested in and managed and can thus be drawn on during times of need. These four positive psychological states are believed to enhance a person's ability to perform and increase organisational performance (Luthans & Youssef, 2010).

6.1.2. Psychological Climate

For the purposes of this study, Climate referred to the function of intertwining external and internal variants and antecedents of perceptions. According to Kundu, Yadav, and Yadav (2015, p. 4) "Climate is regarded as an essential determinant of attitudinal, behavioural and performance related outcomes". Concerning organisational climate the impetus is to engage and help set the

tone of an organisation that fosters a productive environment (Boyle & O'Donnell, 2008). For this study, organisational climate was referred to as a widely accepted notation that refer to 'employees' shared perceptions about formal and informal organisational structures, events, practices, policies, and procedures that are rewarded, supported, and expected in their organisational context (Boyle & O'Donnell, 2008).. However, as a diagnostic tool it aims to identify areas of improvement and fit between an organisation and employees affective attitudes.

6.1.3. Organisational Citizenship Behaviour

For the purpose of this research study, the definition of OCB was understood as “performance that supports the social and psychological environment in which task performance takes place” (Organ, 1997, p. 95). These behaviours are either not totally acknowledged by the organisation, or are done so in functioning of the organisations and are inherited by a dedication or organisational success e.g. secretaries taking on management related activities outside of their description. OCB is a model that is compiled by four factors; autocratic, carrying, supportive, and collegial. These roles are internalized and preformed that go beyond the job description, thus are voluntary.

6.2. Conclusion in accordance with the empirical results of the study

- (i) What is the relationship between psychological capital, psychological climate, and organisational citizenship at different tertiary institutions?

The relationship found between the variables was that of a mediating relationship. From the results, psychological capital was found to predict both Organisational Citizenship and Psychological Climate. However, it was noted that there was a higher chance that factors found in the Psychological Capital scale having a more significant impact on climate than citizenship behaviour. A secondary measure was preformed to confirm the findings– the Sobel test. The sobel test confirmed that Psychological Capital is the mediating variable between psychological climate and Organisational citizenship behaviour as the Z score was confirmed as $Z = 8.79$ and $p = 0.005$. According to this mediation analysis, PsyCap is confirmed as a mediating the relationship between Psychological Climate and Organisational Citizenship Behaviour.

- (ii) Does the level of psychological capital serve as a predictor to the level of psychological climate to organisational citizenship behaviour?

It can therefore be deduced that whilst psychological capital does predict both organisational Citizenship and Psychological Climate, however there is a high chance it mediates climate than it does organisational citizenship. Whilst there is no previous research that address the moderating capacity between these three constructs, there has been adequate research on the capability that Psychological Capital is a mediating variable on certain workplace behaviours. Psychological Capital has shown a significant relationship in the explanation and predictive value on individual behaviour, as well as the implicit nature having an equally valuable implication on the influence on organisational behaviours (Bowyer, Roberts, Scherer, 2011).

(iii) Does psychological climate act as a mediator of psychological climate to organisational citizenship behaviour?

Considering the results from this study climate does in fact have an operational impact upon capital and organisational citizenship behaviour. This would implicitly mean that by factoring in perception, one to some extent could predict an impact on citizenship and capital. In other words, when introducing positive oriented interventions into tertiary settings, there is a relative impact on the nature to which they view their colleagues, and on their own personal resilience and resource. This means that where there is a change intervention there should be, in theory, a three-tiered approach. This being a triad where each element is considered a bi-product of the other. Working in unison with such a perspective may add value in the sense that when one considers low morale, level of resilience etc. They are considered intuited with perspectives.

(iv) What factors of Psychological Capital load onto Psychological Climate, and Organisational Citizenship?

From the research there were several inter-correlations found between the factors of Capital on climate and citizenship behaviour. The highest of these was the resilience factor. Research on change in organisations revealed that one of the most challenging factors is the management of change, but equally the resilience of members to that change. If one does not neither know nor incorporate organisational expectations then there is no true base to build a perceived resilience. How can resilience be present when there is nothing to be resilient towards? This then reveals a more pertinent point of including members in the setting and understanding of expectations and to what extent those are internalised. Therefore, considering this was the highest factor that had

predictive value it can thus be considered that resilience is both the elements most impacted by external shifts, but is equally impacted by each of those factors.

This study aimed to explore and answer the following hypothesis:

Hypothesis 1: Factors found within the Psychological Climate scale positively correlate with sub factors found on Psychological Capital

The results from this study indicate that that the correlation between Psychological Climate and Capital were positive. One of which was Expectation and Resilience.

Hypothesis 2: Constructs of Psychological Climate positively relates to organisational Citizenship Behaviour

Psychological Climate did show a relatively positive relationship with organisational Citizenship Behaviour. However, this having the highest correlation with expectation.

Hypothesis 3: Constructs of Psychological Capital positively relates to organisational Citizenship Behaviour

This indeed was proven correct. In addition, resilience showed the highest correlative value.

Hypothesis 4: Psychological capital mediates the relationship between organisational Citizenship Behaviour and Psychological Climate

While this research can implore that Psychological Capital does mediate the relationship between OCB and Psychological Climate, there is reason to believe that organisational Climate may not be its own independent variable but equally a mediator.

6.3. Limitations

The limitations that are presented in this research include the sampling technique and required time. The ability to source as many participants with ease was difficult and using a non-traditional approach can pose a threat to the research if not carefully tended to or managed. One of the limitations being not only gathering the correct sample, but also motivating them to contribute to

the research. Furthermore, the access to universities was a difficult task. However, this was where increasing the sample size was taken into consideration.

Whilst the sample size was adequate for the techniques used there, were a few definitive gaps where a longitudinal design might be better served as a pose to a cross-sectional design? Furthermore, due to the sampling geography perhaps it would be of best interest to further implore the design being better suited for a longitudinal, which can carry many benefits including more research conclusions. The time constraints of academics was also taken into consideration, which affected sampling time.

Further limitations would reside in the testing methods themselves. Whilst using an online platform is useful in situations where the sample is large and the geographic target is equally ambiguous, there is the issue of ensuring that materials are well understood. This being a common issue concerning psychological testing. One's own frame of reference may affect methods of answering and as such it would be advantageous to do qualitative flow ups to ensure that questions were fully conceptualized and grasped.

Finally, the climate scale seemed to prove some limitation as the original research was found to be Latin and no direct translation was available. However, like with many studies an adopted narrative was chosen but it should be noted.

6.4. Recommendations

This research aimed to explore and examine the relationship between PsyCap, organisational Citizenship Behaviour and Psychological Climate. While there was little research on these three constructs initially, there most certainly is reason to believe that further research should be recommended. First of which is the imperative link between organisational Citizenship Behaviour and de-railers of Psychological Climate. Whilst this study relied heavily on positive constructs in order to construct a triadic approach, it would be beneficial to consider de-railer to these Positive behaviours as such would only further strengthen any interventions proposed. Furthermore, still relatively few studies include climate. As it is a consistently valuable variable to consider to overall, organisational behaviours it becomes important to consistency contribute towards the body of knowledge from a South African perspective.

6.5. 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 and provided numerous recommendations on how they can be avoided or minimized for future research. This chapter also provided a brief indication on certain areas where more research can be conducted.

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APPENDIX A: Informed Organisation Letter

Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Pietermaritzburg Campus,

Dear Prof. /Mr. /Mrs. /Miss/Ms. ... Of the University of ...

INFORMED ORGANISATION LETTER

My name is Amy Claire Rencken; I am a Masters Industrial Psychology candidate studying at the University of KwaZulu-Natal, Howard campus, South Africa.). For the purpose of my studies, I am undertaking a research study titled: “*A quantitative study on Psychological Capital, Organisational Citizenship Behaviour and Psychological Climate of academic staff in Higher Education Institutions*”. The main objectives of this study is to a) Produce data that contributes to needed information in a South African context, b) Produce needed and necessary information towards positivist psychological approaches in South Africa, and c) To develop keen insights into organisational change and positive psychology, d) Produce information on organisational change from a tertiary educational perspective . My target participants are tertiary academic staff at South African Universities. Your university is one of the selected few with who address my target participant sample. With your permission, the method of data collection I am using is a quick survey that can be completed online.

Please note that:

- Your confidentiality is guaranteed, as your inputs will not be attributed to you in person, nor the university but reported only as a population member opinion.
- The survey can be taken both online or as a paper and pen and would roughly take 20 minutes to complete
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at gathering and generating more data in line with a South African sample
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to allow us access to your academic staff please would you stipulate below:

	willing	Not willing
Survey		

I can be contacted at:

Email: amy.claire.rencken@gmail.com

Cell: +27836043971

My supervisor is Professor Johanna Buitendach who is located at the School of Psychology, Howard campus of the University of KwaZulu-Natal.

Contact details: email: Buitendach@ukzn.ac.za; (Tel) +2731 2602407.

My Co-supervisor is Ms. Zandile Madlabana
Psychology Honours Co-ordinator, School of Psychology,
Howard College, University of KwaZulu-Natal
Email: madlabana@ukzn.ac.za; (Tel) +27312608389

Thank you for your contribution to this research,

Miss Amy Claire Rencken

REGISTRAR, UNIVERSITY OF KWAZULU NATAL, WESTVILLE CAMPUS

July 2016

APPENDIX B: Information Brief for participation



Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Pietermaritzburg Campus,

Psychological Capital, Organizational Citizenship Behavior and Psychological Climate of Academic Staff in Higher Education Institutions in South Africa

Dear Participant,

Thank you for taking the time out of your day to participate in this study. My name is Amy Claire Rencken, and I currently am an emerging industrial psychologist currently finishing my masters Degree through the University of KwaZulu-Natal.

This study is titled "A Quantitative study on Psychological Capital, Organizational Citizenship Behavior and Psychological Climate of academic staff in Higher Education Institutions in South Africa".

The objectives of this study is to:

- Contribute a critical insight into the wellbeing of academic staff members in South Africa
- Understand the complexity of climate and its contribution to well being
- Contribute insights into the wellness of academic staff

Criteria for Participation:

- Internet connection to complete the online survey (IF the participant would prefer to use the online survey version)
- Is a current member of the academic staff community (i.e. Lecturer, Dean)
- Would like to contribute valuable information on the academic community
- Is a part of any facility or department within the tertiary sector

The value of participating:

- The survey takes a brief 10-20 minutes to complete
- It can be done online or via hardcopy, is voluntary , and anonymous

OPTIONAL

Please note that there is an added benefit of being entered into a lucky draw. This is completely optional and will not impact participation at all. In addition, if you choose to enter in the lucky draw the participant's identity will be concealed as only relevant contact information is required to make contact with the participant and nothing further.

*** Required**

Would you like to participate in this survey? Please Mark your answer below:

Yes

No

APPENDIX C: Letter of Informed Consent



Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Pietermaritzburg Campus,

Consent Form

Dear Participant,

Thank you again for your time and contribution towards this study!

The aim and purpose of this research is to develop keen insights into organizational change and positive psychological instrumentation in a South African Context. Your input in this study is valuable as it is intended to prove: a) Data that contributes to needed information in a South African context, b) Inform and develop needed and necessary information towards positivist psychological approaches in South Africa, and c) Contribute to information on organizational change from a tertiary educational perspective

You are required to complete a self-administered questionnaire that is likely to take about 10-20 minutes to complete.

Please note the following:

- Your participation is completely voluntary. If you wish to discontinue in the survey or withdraw you are allowed to at any time with no negative consequences
- The information you will provide will be treated confidentially and will be anonymous as no name or information can be linked to you personally or professionally
- All data collected is aimed towards gathering and developing information on three positive constructs namely : Positive Psychological Capital, Organizational Citizenship Behavior , and Psychological Climate
- All data collected is intended for academic use ONLY
- Reporting of research information will only be done at a group level.
- Data will be stored in secure storage in the Discipline of Psychology at the University of Kwazulu Natal and destroyed after a period of 5 years.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- Unless you choose to participate in the lucky draw, whereby the contact detail you supply will be placed into an algorithm which selects 4 participants at random. Contact with the winners shall be done privately at their own discretion. Information provided surrounding contact details will merely be based as a method of contact and not be used for further distribution or identifying makers.
- There is no means of identification regardless if your participation is online or via the hard copy

This study has been ethically reviewed and approved by the UKZN Human Social Science research Ethics Committee. Should you require clarification of further information regarding the study, please do not hesitate to contact me, my supervisor as well as the Humanities Social Science Research Committee.



Social Sciences, College of Humanities,
University of KwaZulu-Natal,
Pietermaritzburg Campus,

The contact details are below:

Researcher	Supervising Professor	University of KwaZulu-Natal Ethics Committee
Miss Amy Claire Rencken Institution: Psychology Department, Howard College Campus, University of KwaZulu-Natal Tel: 083 604 3971 Email: amy.claire.rencken@gmail.com	Prof. Joey H. Buitendach Psychology Department, Howard Campus, University of KwaZulu-Natal. Tel: 031 2602407 Email: Buitendach@ukzn.ac.za	Mr. P. Mohun HSSREC Research Office, University of KwaZulu-Natal Tel: 031 260 4557 Email: mohunp@ukzn.ac.za

*If you are willing to participate please indicate so by ticking the appropriate box below.
You may keep this letter for your reference.*

Willing

Unwilling

Thank you again for your time,

Amy Claire Rencken
Student Industrial Psychologist

APPENDIX D: Lucky Draw



Social Sciences, College of Humanities,
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Pietermaritzburg Campus,

* Optional

Entering into the Lucky Draw

As a participant you have the option of entering yourself into a lucky draw to win 1 of 5 Woolworths Vouchers valued at R500 each. As this is voluntary you may choose to not enter in the draw. If you do choose to enter the draw please allocate in the questions below and provide a means to contact you if you have won a prize. Winners will be selected at random and contacted privately.

Would you like to be entered into the lucky draw to win 1 of 4 Woolworth's vouchers?
Mark only one oval.

Yes

No

*If you marked yes:

Congratulations! You stand a chance of winning 1 of 5 Woolworths vouchers valued at R500. Please follow the instructions below. The information gathered from this will be used solely to Contact you if you have won, one of the vouchers!

How would you prefer to be contacted?
Mark only one oval.

Email

Phone

Post

Please provide your email address/ contact number/Postal Address below:

- Good Luck!

APPENDIX E: Instruments



Social Sciences, College of Humanities,
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Pietermaritzburg Campus,

Biographical Information

Below are brief Biological descriptions to complete. Where applicable please mark the check box where indicated

General Information

Gender

- | | | | |
|---|--------------------------------------|---|------------------------------------|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female | <input type="checkbox"/> Transgendered | <input type="checkbox"/> Agender |
| <input type="checkbox"/> Androgynous | <input type="checkbox"/> Bigender | <input type="checkbox"/> Gender Nonconforming | <input type="checkbox"/> NonBinary |
| <input type="checkbox"/> Gender Variant | <input type="checkbox"/> Genderqueer | <input type="checkbox"/> Pan Gender | <input type="checkbox"/> Other |

Age

- | | | | |
|---|-------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> 20-29 Yrs.
Yrs. | <input type="checkbox"/> 30-39 Yrs. | <input type="checkbox"/> 40-49 Yrs. | <input type="checkbox"/> 50-59
Yrs. |
| <input type="checkbox"/> 60-69 Yrs.
Yrs. | <input type="checkbox"/> 70-79 Yrs. | <input type="checkbox"/> 80-89 Yrs. | <input type="checkbox"/> 90-99
Yrs. |

Current Marital Status

- | | | | |
|----------------------------------|---|--------------------------------------|----------------------------------|
| <input type="checkbox"/> Single | <input type="checkbox"/> Divorced | <input type="checkbox"/> Civil Union | <input type="checkbox"/> Married |
| <input type="checkbox"/> Widowed | <input type="checkbox"/> Rather not say | other _____ | |

Which region of South Africa are you from?

- | | | |
|-------------------------------------|---|--|
| <input type="checkbox"/> Gauteng | <input type="checkbox"/> Cape town | <input type="checkbox"/> Eastern Cape |
| <input type="checkbox"/> Free State | <input type="checkbox"/> KwaZulu-Natal | <input type="checkbox"/> Limpopo |
| <input type="checkbox"/> Mpumalanga | <input type="checkbox"/> the North West | <input type="checkbox"/> the Northern Cape |
| <input type="checkbox"/> Other | | |

Current Qualification?

- | | | |
|---|---|--|
| <input type="checkbox"/> Grade 4-5 | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> National Certificate / Diploma | <input type="checkbox"/> Occupational Certificate | <input type="checkbox"/> Bachelor's Degree |
| <input type="checkbox"/> Higher Diploma | <input type="checkbox"/> Honors Degree | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Post- Graduate Certificate | <input type="checkbox"/> Doctorate | |

Academic Function?

- | | |
|--|---|
| <input type="checkbox"/> Support Staff | <input type="checkbox"/> Academic Staff |
|--|---|

Current Position?

- | | | |
|--|---|---|
| <input type="checkbox"/> Academic Lecturer | <input type="checkbox"/> Head of Department | <input type="checkbox"/> Part time Lecturer |
| <input type="checkbox"/> Head of Faculty | Other _____ | |



How long have you worked with the University?

- 0-6 Months 1-2 Yrs. 3-4 Yrs.
 4-5 Yrs. 5+

Which Faculty are currently apart of?

- Commerce Education Humanities' Law
 Pharmacy Science Engineering Other

Survey Questions: Section 1

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)

Select the most appropriate answer to the set of questions below by selecting the appropriate button.

I feel confident analyzing a long-term problem to find a solution

	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I feel confident representing my work area in meetings with management

	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I feel confident contributing to discussions about the Universities' strategy

	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I feel confident helping to set targets/goals in my work area

	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I feel confident contacting people outside the University (e.g. suppliers, customers) to discuss problems

	1	2	3	4	5	6
--	---	---	---	---	---	---

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I feel confident presenting information to a groups of colleagues							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
If I should find myself in a jam, I could think of ways to get out of it							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
At the present time, I am energetically pursuing my goals							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
There are lots of ways around any problem that I'm facing now							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
Right now, I see myself as being pretty successful							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I can think of many ways to reach my current goals							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
At this time, I am meeting the goals that I have set for myself							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
When I have a setback at work, I have trouble recovering from it, and moving on							
	1	2	3	4	5	6	

Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I usually manage difficulties one way or another at work							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I can be "on my own", so to speak, at work if I have to.							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I usually take stressful things at work in stride							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I can get through difficult times at work because I've experienced difficulty before							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I feel I can handle many things at a time at this job							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
When things are uncertain for me at work, I usually expect the best							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
If something can go wrong for me work-wise, it will							
	1	2	3	4	5	6	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I always look on the bright side of things regarding my job							
	1	2	3	4	5	6	

Strongly Disagree **Strongly Agree**

I'm optimistic about what will happen to me in the future as it pertains to work

1 2 3 4 5 6

Strongly Disagree **Strongly Agree**

In this job, things never work out the way I want them to

1 2 3 4 5 6

Strongly Disagree **Strongly Agree**

I approach this job as if "every cloud has a silver lining"

1 2 3 4 5 6

Strongly Disagree **Strongly Agree**

Section 2

Below are a set of several statements. Consider each statement carefully and rate the extent to which you feel (dis)satisfied with the following statements by selecting the appropriate number on the 5 point scale, below.

(1= Never; 2= Rarely; 3= Sometimes; 4 = Often; 5= Always)

Employees here work to exceed others (i.e. students, other faculty members, management etc.) expectations

1 2 3 4 5

Never **Always**

I can count on my colleagues when I need help

1 2 3 4 5

Never **Always**

My departmental team feels responsible for our success

1 2 3 4 5

Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always
<hr/>						
The people I work with have a "can do" attitude						
	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always
<hr/>						
The people here treat each other with respect						
	1	2	3	4	5	
Never	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Always

Section 3

Below are a set of several statements. Consider each carefully and indicate your level of agreement by clicking which answer is the most appropriate to your individual case where:

(1 = Strongly Disagree, 2 = Moderately Disagree, 3 = Slightly Disagree, 4 = Neutral, 5 = Slightly Agree, 6 = Moderately Agree, 7 = Strongly Agree)

My supervisor (i.e. who you report into/Dean/Head of faculty/ Management Head) is flexible about how I accomplish my job objectives								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
<hr/>								
My supervisor (i.e. who you report into/Dean/Head of faculty/ Management Head) is supportive of my ideas and ways of getting things done								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
<hr/>								
My supervisor (i.e. who you report into/Dean/Head of faculty/ Management Head) gives me the authority to do my job as I see fit								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I'm careful in taking responsibility because my supervisor (i.e. who you report into/Dean/Head of faculty/ Management Head) is often critical of new ideas

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I can trust my supervisor (i.e. who you report into/Dean/Head of faculty/ Management Head) to back me up on decisions I make in the field

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

Management makes it perfectly clear how my job is to be done

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

The amount of work responsibility and effort expected in my job is clearly defined

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

The norms of performance in my department are well understood and communicated

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I feel very useful in my job

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

Doing my job well really makes a difference

	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

I feel like a key member of the University

Strongly Disagree Strongly Agree

The work I do is very valuable to the University								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I rarely feel my work is taken for granted								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
My supervisors (i.e. who you report into/Dean/Head of faculty/ Management Head) generally appreciate the way I do my job								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
The University recognizes the significance of the contributions I make								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
The feelings I express at work are my true feelings								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
I feel free to be completely myself at work								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
There are parts of myself that I am not free to express at work								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
It is okay to express my true feelings in this job								
	1	2	3	4	5	6	7	



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Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
My job is very challenging								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree
It takes all my resources to achieve my work objectives								
	1	2	3	4	5	6	7	
Strongly Disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly Agree

Conclusion

Thank you for taking the time to fill out our survey. Your insights and contribution is greatly appreciated!

Once you have completed this survey you're welcome to send it directly to me , or to your Dean who may have distributed it to you .

For any questions, queries, or concerns please feel free to contact me on –

Tel: 083 604 3971

Email: amy.claire.rencken@gmail.com or Amy.Rencken@gartner.com

APPENDIX F: Ethical Clearance



16 September 2016

Miss Amy Claire Rencken 214558932
School of Applied Human Sciences
Howard College Campus

Dear Miss Rencken

Protocol reference number: HSS/1075/016M

Project title: A quantitative study on Psychological Capital, Organizational citizenship behavior and Psychological Climate of academic staff in Higher Education Institutions

Full Approval – Expedited Application

In response to your application received 15 July 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Prof Joey H Buitendach & Ms CZ Mmadlabana
Cc Academic Leader Research: Dr Jean Steyn
Cc School Administrator: Ms Ayanda Ntuli

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

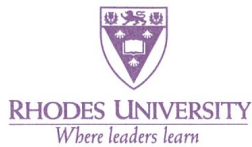
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snvmanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX F: Ethical Clearance (Organisation A)



Human Resources Division
Office of the HR Director
Administration Building, Grahamstown, 6139, South Africa
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t: +27 (0) 46 603 8114
f: +27 (0) 46 603 8046
e: l.govender@ru.ac.za

www.ru.ac.za

31 May 2017

Miss AC Rencken
amy.claire.rencken@gmail.com
School of Applied Human Sciences
UNIVERSITY OF KWAZULU- NATAL

Dear Miss Rencken

REQUEST TO CONDUCT RESEARCH WITH RHODES UNIVERSITY STAFF AND/OR STUDENTS

This letter is to confirm that your request to conduct research on "*A Quantitative study on Psychological Capital, Organizational Citizenship Behavior and Psychological Climate of academic staff in Higher Education Institutions in South Africa*" topic has been approved by the Ethics Committee. In my capacity as HR Director, I do not have any objection should you wish to follow a coordinated approach by surveying and/or interviewing staff.

Should you require further information please do not hesitate to contact me.

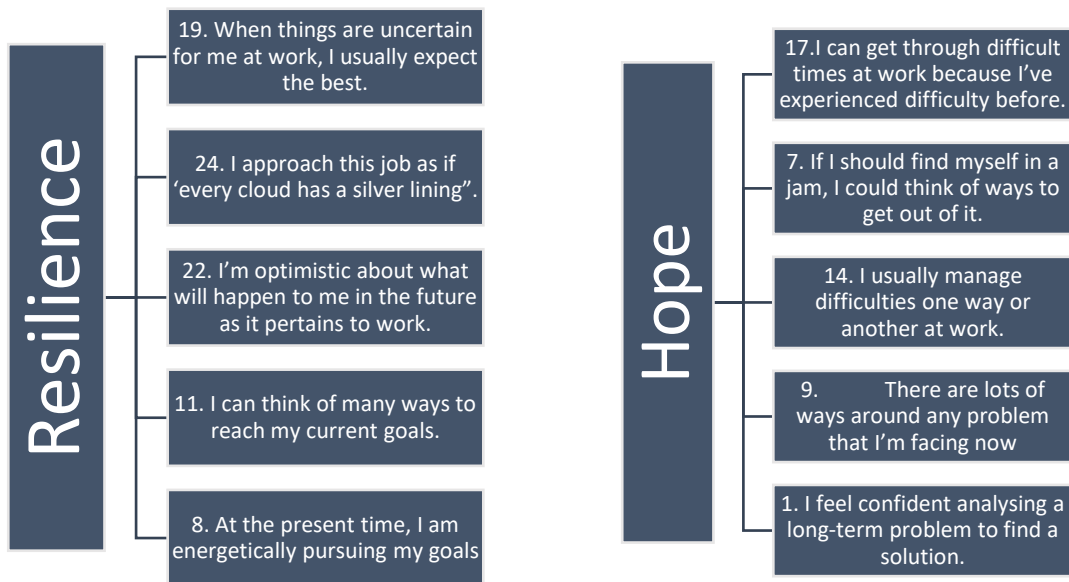
Yours sincerely

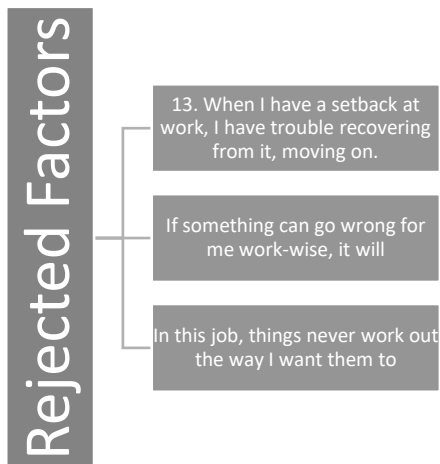
Loshni Govender
HR Director

APPENDIX G: Factor Analysis Exploration

Factor Analysis results

- Component 1. 19, 24, 22, 8, and 11
- Component 2- 7, 17, 14, 1 and 9.
- Component 3 –2, 6, 3, 4, and 5.
- Component 4 –10, 18, 12, 15, and 16.
- Component 5 –13, 20, and 23.





Results for Psychological Climate

- Component 1 –6, 7,8,15, and 13.
- Component 2- 1, 3, 2, 5, 14, and 4.
- Component 3 – 12,9,10, and 11.
- Component 4 – 18, 16, 19, 17.

- Component 5 – 21 and 20.

