SUBJECTIVE WELL-BEING IN TEACHERS: A STUDY OF SELECTED SCHOOLS IN KWAZULU NATAL

by

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DECLARATION - PLAGIARISM

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Acknowledgements

'No road is too long with good company.''

Turkish Proverb

Abstract

This study aimed to assess subjective well-being of South African teachers according to their job demands and resources, while making a comparison between public and independent schools. This study used a quantitative, cross-sectional research design with a sample of 368 teachers from multiple public and independent schools within the KwaZulu Natal province. Participants completed a survey that included a biographical questionnaire, the Job Demands Resources Scale, the Satisfaction With Life Scale and the Subjective Well-Being Scale. Statistical analyses showed that the scales used, as well as their components, are valid and reliable. Results suggest that job resources and subjective well-being are positively correlated, while job demands have a negative relationship with subjective well-being. Interestingly the opposite was found for satisfaction with life, where a positive relationship existed with job demands while a negative relationship was found with job resources. Results show that while teachers in public and independent schools seem to have similar degrees of job resources, teachers in public schools show higher degrees of job demands. Additionally, teachers in public schools show higher levels in satisfaction with life than teachers in independent schools, while levels of subjective well-being were similar. This implies that teachers in public schools maintain satisfaction with life despite increased demands, which could be attributed to increased work engagement in teachers in public schools. This is an area that could be further researched. Nevertheless, the results of this study provide valuable insight into the relationship between subjective well-being and satisfaction with life, specifically with regards to job demands and resources in public and independent South African Schools. The cross-sectional design of this study implies that causality between variables could not be established. Furthermore, the use of quantitative self-report questionnaires suggests response bias along with a lack of qualitative data. The study used suburban public schools and not rural public schools, which may have an impact on the generalisability of the results. After consideration

of the findings of this study it has been recommended that organisations provide teachers with opportunities to learn and grow, and that teachers are encouraged to find meaning and purpose in their work, as well as to develop their personal resources. Future studies could investigate the mediating factors that illustrate the connection between subjective well-being and job demands and resources.

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Chapter 1: Introduction

1.1   Introduction

The current research study aims to investigate the relationship between satisfaction with life and subjective well-being according to job demands and job resources within teachers in both public and independent South African schools in KwaZulu Natal. This chapter discusses the problem statement, the research hypotheses and methods and gives an indication as to how the chapters in this dissertation are structured.

1.2   Problem Statement

Teaching has been seen to be physically, emotionally and culturally demanding (Jackson & Rothmann, 2005). The organisational environment and social infrastructure in South Africa often lead to teachers being poorly supported. Studies have shown that teachers in South Africa experience high levels of stress and burnout, however, some South African teachers experience mental health and flourishing (Rampa, 2014).

South African schools have undergone multiple changes over recent years, which may impact on the subjective well-being of those employed in them. During the apartheid era schools were legally allowed to deny students access to certain schools based on racial grounds (Nzuza, 2015). In order to address this issue following the fall of apartheid, various policies were put into place to amalgamate various departments of education, which culminated into two types of schools: public and independent schools (Nzuza, 2015). Since then, the South African education system has been wrought with legal, socio-political and economic changes (Rothmann & Jordaan, 2006). This places high demands on schools, for which there are not

adequate resources. Government invests large sums of money in education annually and education at school level has an effect on the quality of learners accepted into tertiary education institutions and the subsequent working population. Suburban schools are seeing a major shift, with many students formerly in public education moving into private education due to South Africa's public schools' reputation for being dysfunctional (Hofmeyr, 2000). While this may be true of some public schools, others are making a movement towards becoming increasingly privatised. Many public schools are now asking for fees and have more teachers on the private than the government payroll (Hofmeyr, 2000). This has led to a migration of students in rural areas to suburban areas for these public schools that are moving toward privatisation.

Teachers are at the heart of this ever changing system. South African teachers, particularly in public schools, have showed high rates of job dissatisfaction and general unhappiness within this context of high demands and low resources. However teacher burnout and dissatisfaction is an international issue (O'Brennan, Pas & Bradshaw, 2017). A study in the USA showed that as many as 10% of teachers drop out in the first year of working while up to 12% drop out in their second year (Kaiser, 2011). This result may be despite differing job demands, resources and political climates. Due to this general dissatisfaction, South African teachers have been seen to be less attached to their jobs and are showing increasing levels of disengagement (Makhubu, 2011). A South African study found that teachers were more likely to be engaged if they felt they were being challenged rather than hindered in their jobs, but that more research was needed with regard to other positive work outcomes like subjective well-being (Field & Buitendach, 2011).

This study focuses on subjective well-being, which is an appraisal of one's happiness and satisfaction with life. Furthermore, it is postulated that teachers who experience high levels of subjective well-being will also be engaged in their work. Happy and engaged teachers are important in the context of the South African education system with all of its social, political and economic challenges. Up until this point research has focused on job demands and their relation to burnout and job resources and their relation to engagement. The focus is now shifting slightly towards how job demands may also be contributing to work engagement but, to the researcher's knowledge, not much research has been done on job demands and resources and their relationship with subjective well-being. Additionally, no studies have been found by the researcher that look into this issue specifically within South African teachers. This is considered an important area due to the high dropout rate within the teaching profession. Therefore, the current study aims to look at job demands and resources in public and independent South African schools and their relation to subjective well-being and satisfaction with life.

The current study aims to assess these issues through the lens of the Job Demands Resources Model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), and its addition of the Dual Process Model (Schaufeli & Bakker, 2004). These theoretical frameworks are used to understand the findings of the study.

The findings of this study could be useful in determining whether job demands and resources have a significant effect on overall subjective well-being in teachers. Determining whether this differs between public and independent schools may assist in providing direction for the South African education system. This information will possibly be useable by education organisations

as well as teachers in order to have a positive impact on the high dropout rate in teachers. Lastly, the findings of this study could inform future research on South African teachers and their well-being.

1.3   Research Hypotheses

This study comprises of four main hypotheses.

Hypothesis 1: Job resources predict increased subjective well-being and satisfaction with life.

Hypothesis 2: Job demands predict decreases in subjective well-being and satisfaction with life.

Hypothesis 3: Public schools experience higher demands and lower resources than teachers in independent schools.

Hypothesis 4: Teachers in independent schools experience more subjective well-being and satisfaction with life than teachers in public schools.

1.4   Research Method

This study has two separate phases. One phase which involves literature review and one phase which involves empirical study.

1.4.1 Phase 1: Literature Review. The literature review aims to understand how existing literature has conceptualised job demands, job resources, subjective well-being and satisfaction with life. Furthermore, the literature review aims to understand how these variables have been related to each other in previous research findings. Lastly, the literature study looks into the theoretical framework of the study and how this has been used to explain previous research findings.

1.4.2 Phase 2: Empirical Study. The empirical study aims to achieve findings for the hypotheses of the current study. This was carried out as follows:

1.4.2.1 Step 1: The Research design. The study used a quantitative research design, along with a cross-sectional design, which entails that a sample is extracted from a population at no particular, or specific, point in time (Wilson & MacLean, 2011). Data is used to describe and predict functions of a population at any given point in time. Therefore, a cross-sectional design was used for the purposes of this study.

1.4.2.2 Step 2: Selection of participants. This study made use of non-probability convenience sampling. Therefore, participants were chosen due to the fact that they belonged to a particular population within a convenient setting. Participants were all employed as teachers within various schools in KwaZulu Natal, South Africa. Some teachers were employed at public schools, while others were employed at independent schools. All of the schools were in suburban areas. Non-probability convenience sampling was chosen because it allows the researcher to access a large amount of data quickly and efficiently.

1.4.2.3 Step 3: Measuring instruments. The current study used a questionnaire that comprised of three different scales. These scales are as follows:

- The Job Demands Resources Scale (JDRS) (Jackson & Rothmann, 2005) has 42 items placed on a 4-point Likert-type scale. The JDRS measures five different dimensions, namely; organisational support, autonomy, advancement, job insecurity and overload. These dimensions are then classified according to job demands and resources. With a Cronbach Alpha ranging between 0.76 and 0.92, it has shown good reliability within the South African context (Rothmann, Mostert & Strydom, 2006).

- The Subjective Well-Being Scale (BBC-SWBS) (Pontin, Schwannauer, Tai & Kinderman, 2013) consists of 24 items that are measured along a 5-point Likert-type

scale. The scale measures subjective well-being along three different dimensions, namely; relationships, psychological well-being and physical health and well-being. This scale has shown good validity and reliability in the United Kingdom with a Cronbach Alpha of 0.94 (Pontin et al., 2013). It has, however, not been used widely in the South African context. This scale was chosen as it takes a comprehensive view of the individual's perception of their physical, emotional and social well-being which have been seen to be the major components of subjective well-being (Keyes, 2002). This seemed more relevant to the research study than measuring positive and negative affect, which has been used in previous studies.

- The Satisfaction With Life Scale (SWLS) (Diener, Emmons, Larsen & Griffin, 1985) is a five item Likert scale that measures one dimension, namely; satisfaction with life. With a Cronbach Alpha of 0.92, this scale has shown adequate reliability within the South African context (Wissing et al., 2010).

1.4.2.4 Step 4: Statistical analysis. The current study used the Statistical Package for the Social Sciences (SPSS) version 24 (IBM Statistics, 2015) to analyse the data. This has been seen to be a reliable program for efficiently analysing quantitative data within the social sciences. This study aimed to collect a large amount of data, therefore SPSS was thought to be the most effective method for analysing the data.

Firstly, in order to establish the factor structure of the JDRS and the SWBS, exploratory factor analysis was conducted. Dimensions were identified for each of these measures, which allowed for job demands and resources to be identified. Factor analysis was not administered on the SWLS because it is a unidimensional scale.

Secondly, the data collected was examined according to descriptive statistics. Descriptive statistics most often comprise of standard deviation, means, medians, skewness and kurtosis (Wilson & MacLean, 2011).

Thirdly, the Cronbach Alpha coefficient (α) was calculated in order to analyse how consistent the measuring instruments were (Gregory, 2007). The Cronbach Alpha coefficient provides useful insight into the error of variance in an instrument. This informs the researcher whether the data collected by the various instruments is reliable enough to be meaningful.

Fourthly, relationships between variables were identified by calculating the Pearson product-momentum coefficients. Pearson correlation coefficients identify where linear relationships exist between variables. The level of significance was set at $p \leq 0.05$ and relationships in line with the research hypotheses were analysed.

Fifthly, independent t-tests were conducted in order to establish whether a difference existed between public and independent schools according to job demands and resources, as well as subjective well-being and satisfaction with life. In order to establish whether a difference existed between variables, the means of two different samples were compared. This procedure is known as an independent t-test.

Lastly, to establish if job demands and resources are predictors of subjective well-being and satisfaction with life, multiple regression analyses were administered. To understand if one or more independent variables could be predictors of dependent variables, multiple regression analysis is administered on the data.

1.4.2.5 Step 5: Research procedure. Approval was acquired from the Department of Education. Following this, the Humanities and Social Sciences Research Ethics Committee granted ethical clearance for the study to be carried out. The principals of the schools were then contacted and sent a letter that contained the details of the research procedure as well as the research objectives. If the principal was willing, a meeting was then set up between the researcher and the principal to discuss the distribution of the questionnaires. The questionnaires, as well as a consent letter that

informed the teachers what was expected of them, were then distributed by the principal at a staff meeting, which was convenient and efficient for the school. Participation in the study was absolutely voluntary and teachers were informed that they could withdraw from participating whenever they so wished. The teachers then filled out the questionnaire, which included a biographical questionnaire, the JDRS, the SWBS and the SWLS, and placed them in a box or envelope at a designated place. The questionnaires and signed informed consent letters were collected separately so that the questionnaires remained anonymous. Once all the teachers that had agreed to participate had returned their questionnaires the researcher was contacted by the principal to collect the questionnaires.

1.5   Chapter Division

Chapter 1: Introduction

Chapter 2: Literature Review

Chapter 3: Methodology

Chapter 4: Results

Chapter 5: Discussion

Chapter 6: Conclusions, Limitations and Recommendations

1.6   Summary

This chapter provided an introduction to the problem statement of the current study. Following this information, research hypotheses and the research method were presented. This covers the reason the study was conducted and what the study hopes to achieve.

Chapter 2: Literature Review

2.1   Introduction

This chapter focuses on positive psychology and the movement of psychology from a focus on disease to a focus on well-being. The chapter then moves forward by discussing the constructs of the study. Firstly, subjective well-being is addressed as well as how it is related to work and what this means for the current study according to previous research and existing literature. This is followed by a discussion on work engagement, as well as the different approaches to engagement and the empirical findings that are relevant to the current study. A brief overview of the private and public funding of schools and how this is set out in South Africa is also described. Next, the constructs of job demands and job resources are defined. This is followed by a discussion of the theoretical framework, which is the Job Demands-Resources (JD-R) Model. The JD-R Model has been extended into the Dual Process Model, which this study defines and adopts in order to explain subjective well-being. The problem statement and research hypotheses close out the chapter.

This research aims to address four specific hypotheses. The first hypothesis was that job resources predict increased subjective well-being and satisfaction with life. The second hypothesis was that job demands predict decreases in subjective well-being and satisfaction with life. Thus, the research is gaining an understanding of how job demands/resources are related to subjective well-being. The third was that public schools experience higher demands and lower resources than teachers in independent schools. Lastly, it was postulated that teachers in independent schools experience more subjective well-being and satisfaction with life than teachers in public schools Thus, gaining an understanding as to whether a difference exists between the experience of subjective well-being and satisfaction with life between the teachers

employed in public and independent schools. Well-being became a growing concept with the positive psychology movement (Baumgardner & Crothers, 2010). Therefore, positive psychology is addressed in order to understand why subjective well-being is important and how the concept has developed. Subjective well-being is a self-reported measure of happiness that gives psychologists insight into how happy or well people feel. This study explores subjective well-being in teachers in order to understand how happy they feel with their lives overall. Work engagement is a positive work construct that has been related to subjective well-being in employees. Therefore job demands and resources in teachers are observed in order to gain insight into how teachers feel in their work, and how this may be related to their experience of subjective well-being. This relationship could be explained by the concept of engagement. It is hypothesised that independent schools and public schools will differ in the amount of demands placed on teachers and the resources that are supplied. Therefore, working at an independent or public school may be related to teachers' engagement, and subsequently their subjective well-being. These variables all take place within a positive psychology framework.

2.2   Positive Psychology

Positive psychology is a movement which studies human strength, health and happiness (Baumgardner & Crothers, 2010). This represents a shift from traditional psychology, which focused on misery, suffering and disease. Psychologists ascertained that less was known about mental health than mental illness, which has led to the dominance of a disease model. Maddux (2008) suggests that the focus on the medical model infers that patients are sick, which is to the detriment of the field of psychology. Psychology has traditionally been practiced according to cures for disease rather than building strengths towards happiness (Baumgardner & Crothers, 2010). New research suggests that the prevention of illness and the enhancement of health

should be a focus of psychology. This comes with the perception that normal problems in coping with daily living are not symptoms of mental illness or psychopathology. Ryff and Singer (2008) argue that there is more to happiness than the absence of illness and suffering, known as the life above zero. Moving away from a medical model in psychological research would mean moving away from testable hypotheses and the scientific approach. Mental illness is seen as a socially constructed set of assumptions and values (Maddux, 2008). Explanations for human behaviour are based on how they are understood from a cultural and historical point of view. Therefore, there is no set, particular explanation for human problems in coping (Maddux, 2008). Positive psychology studies life choices, situations and activities, as well as personal characteristics, relationships, life purpose and the sociocultural conditions that foster a good and meaningful life (Baumgardner & Crothers, 2010).

Absolute mental health is known as flourishing and characterises optimal human functioning, including psychological and social function and feelings of happiness (Keyes & Ryff, 2000). Mental health is a state of ideal mental functioning, which results in productivity, successful relationships and the ability to cope with adverse life events (Keyes, 2002). The opposite of flourishing is mental illness, while the midpoint is known as languishing (Keyes & Ryff, 2000). Languishing is defined by feelings of emptiness, a lack of mental illness and a lack of flourishing. These states occur along a mental health continuum (Keyes, 2002). Studies have shown that 17% of adults in the United States fit the criteria for flourishing, 56% were moderately healthy, 12% were seen to be languishing and 14% met the criteria for a major depressive episode. Languishing and depression may lead to psychosocial difficulties, impairment in daily functioning and absence from work (Keyes, 2002). Depression costs countries large amounts of money due to absence from work and the cost of mental health care. A question raised by positive psychology is whether the absence of mental illness is the same

as mental health. Languishing is linked to poor emotional health, restrictions in daily living and absence from work. Therefore it is not just mental illness that impinges on optimal functioning but also a lack of flourishing (Keyes, 2002).

Subjective well-being is a personal appraisal of one's mental health. Subjective well-being consists of psychological, emotional and social well-being, which are the same scales that were used to establish flourishing, languishing and mental illness (Keyes, 2002). Thus subjective well-being is discussed.

2.3   Subjective Well-Being

Hedonic psychology refers to the study of what makes life and its experiences pleasant or unpleasant (Vittersø, 2000). This includes the study of pleasure, interest, and satisfaction. This is the premise for subjective well-being. Subjective well-being is a personal assessment of one's own positive and negative emotions, as well as how satisfied one is with one's life (Baumgardner & Crothers, 2010). Hedonic happiness is different to eudaimonic happiness in that it focuses on positive and negative affect. Eudaimonic happiness is characterised by its focus on self-realisation using personal, unique strengths and characteristics. Eudaimonic happiness emphasises the importance of being the best person that one could be in a particular situation, with particular characteristics (Ryff & Singer, 2008). Because self-realisation is very difficult to measure due to its personal and abstract nature, as well as the fact that it is usually a lifelong task, this study will focus on hedonic happiness. Diener (1984) proposed a tripartite model of subjective well-being that comprised of satisfaction with life, negative affect and positive affect. Increased satisfaction with life along with increased positive affect and decreased negative affect has been associated with increased socioeconomic status as well as positive physical, psychological and social functioning (Busseri, 2015). Seligman (2004)

proposed three aspects to authentic happiness. The first is the pleasant life, which consists of high measures of pleasant affect with relatively low measures of negative affect, the second is the engaged life which is comprised of engagement in satisfying activities, and the third is the meaningful life, which is known as an experience of being connected to a greater whole. These facets of authentic happiness have been developed into three different theories of happiness. The first is the hedonism theory, which relates to the facet known as the pleasant life. Here, the frequent feeling of positive emotions and the relatively infrequent feeling of negative emotions results in feelings of happiness. This kind of happiness fluctuates regularly and occurs in response to daily events. The second is the desire theory, also the engagement facet. Desire theory focuses on the gratification of desires, which are determined by the individual. These desires can be met by engagement in activities that lead to their gratification. The third theory is objective list theory, which is linked to the meaningful life. This is marked by the person who pursues meaning in life beyond their own pleasures and desires, towards something that is greater than the self. Certain objectives are pursued because they provide greater meaning in life, such as friendships, career achievements, love, knowledge and a good conscience, to name a few (Sirgy & Wu, 2009). These authors emphasise balance in authentic happiness which implies that in order to establish a state of authentic happiness one would have to achieve balance. Balance is described as a state of fulfilment across all domains, resulting in overall positive affect, and little negative affect in other domains. Evidence has shown that life satisfaction is increased when satisfaction is achieved across multiple domains, rather than one domain (Luther et al., 2017; Kasperseen, 2012). People who are engaged and enjoy multiple roles score higher on measures of well-being. Imbalance is described as a state of satisfaction in one domain, with accompanying negative affect in other domains. Decreases in well-being have been associated with family-work conflicts, which are explained by one domain taking resources from another (Sirgy & Wu, 2009).

Subjective well-being measures positive functioning and is made up of psychological, social and emotional well-being (Keyes, 2002). Psychological well-being is made up of a private and personal appraisal of one's mental functioning. Psychological well-being has six different facets, namely; personal growth, autonomy, self-acceptance, purpose in life, environmental mastery and positive relations with others (Keyes, 2002). This means that people are happiest when they are happy with themselves, their relationships, their direction and growth in life. As well as when they feel they have control over their environment and some degree of self-determination (Keyes, 2002). Subjective well-being consists of social aspects as well. Social well-being consists of the criteria that are set by social convention for positive functioning. Social aspects of well-being consist of; social coherence, social actualisation, social integration, social acceptance and social contribution (Keyes, 2002). Thus, people are happiest when they feel they are accepted by others and they feel that they are contributing to their community (Keyes, 2002). Emotional well-being represents the presence or absence of positive feelings in life. This is generally what is measured by scales of subjective well-being because individuals are aware of the presence of positive and negative emotion and their perceived satisfaction with life (Keyes, 2002).

In a study performed on American women between the age of 49 and 79, it was found that subjective well-being was increased in women who were religious and who attended clubs and social gatherings (Wyshak, 2016). Furthermore, it was found that educated women and women in professional or managerial positions at work reported high levels of subjective well-being, despite the fact that higher income did not contribute to this. General health was the biggest predictor of subjective well-being, while not living alone also played a role. Therefore income was not a major factor in predicting subjective well-being in American women, but health, education and social support were significant factors in increased subjective well-being

(Wyshak, 2016). Subjective well-being has also been seen to be decreased in countries with a high crime rate (Stickley, Koyanagi, Roberts, Goryakin, & McKee, 2015). South Africa is often thought to be disparate compared to other countries in the world, despite many efforts to redress the economic and social inequalities of apartheid (Ebrahim, Botha & Snowball, 2013). Studies indicate that improved material living standards were associated with increased life satisfaction and subjective well-being in black South Africans. It is postulated that increased material living standards are associated with better living conditions and stability, but also with improved social standing (Ebrahim et al., 2013). Thus, it can be hypothesised that South Africans place emphasis on social standing. Many resources, such as money, technology and housing, are still considered divided in South Africa which have been seen to be related to both quality of life and subjective well-being. Thus, personal living resources may also determine subjective well-being and not only job resources (Ebrahim et al., 2013). According to the South African Police Service, 2.206 million crimes were committed in 2015, which means that South Africa has a high crime rate and many citizens are affected by crime. Professional performance is also associated with increases in subjective well-being (Man & Ticu, 2015).

As can be seen, work forms a part of subjective well-being (Wyshak, 2016). It provides a source of identity as well as psychological, social and emotional challenges (Keyes, 2002). An individual's financial status also plays a role in their satisfaction with life, which is most often directly linked to work (Ebrahim et al., 2013). Subjective well-being and its relation to work will be discussed below.

2.3.1 Subjective Well-Being and Work

Individuals are facing increasing challenges in the work environment. Changes in demographics, technology, politics and family structures, as well as social and economic life create various obstacles for employees (Kállay, 2015). Furthermore, more individuals are unable to cope effectively with these adversities and achieve optimal functioning. This maladaptation is reflected by the increasing number of people who are diagnosed with psychological disorders (Kállay, 2015). Psychological disorders negatively impact economies due to absenteeism from work as well as the cost of treatment (Keyes, 2002).

A person's financial situation is an important facet of quality of life and subjective well-being (Susniene & Jurkauskas, 2009). Therefore it is important that people work in order to be financially secure. Work is also seen as a medium for self-expression and is an important determinant of life satisfaction or dissatisfaction and overall well-being (Furnham, 2005). Subjective well-being is determined by the balance of multiple factors, including work and leisure. Work is a source of identity that provides security, recognition, belonging and understanding in a context that allows for relationships outside of family. Work provides a structure for purposeful activity and increased purpose in life, fostering the development and achievement of life goals. In order to meet these goals, skills and creativity must also be developed. The integration of motor and cognitive skills within the workplace encourages the development of new skills and provides an outlet for creativity. Work also provides a framework for time, structuring time according to rest and work. Lastly, work is a derivation of control as well as income. Work encourages independence and may provide money for leisure outside of the work environment (Furnham, 2005). Work also allows for the expression of strengths (Dik et al., 2015). Thus, individuals can use what they are good at to achieve

particular objectives within the workplace with the opportunity to be acknowledged for performing well.

An interaction of person characteristics and job characteristics determines job satisfaction (Furnham, 2005). A match between the two represents a good fit, which predicts job satisfaction and increased subjective well-being. There are two types of goodness of fit (Holland, 1959), the first is whether the individual possesses the skills and abilities required by the job, and second is whether the job provides the resources required by the individual to succeed. Shortfalls are mediated by the individual's coping skills, which are used to overcome work problems and obstacles. Lack of success in overcoming obstacles can lead to job strain, which is related to poor self-esteem, job dissatisfaction and decreased subjective well-being (Furnham, 2005).

In most poor countries, including South Africa, remuneration of teachers is low (Heidmets & Liik, 2014). This, along with a high workload and increasingly complex job requirements, makes teaching an unattractive profession (Heidmets & Liik, 2014). In Finland teachers were found to have the highest burnout rate compared to all other professions (Heidmets & Liik, 2014). The leadership style of school principals has been seen to have an effect on teachers' well-being. Teachers working co-operatively with others towards achieving a common goal were found to be more inspired and happier in their jobs. Cognitive and affective identification with others is related to lower levels of burnout and increased job security. Principals who foster a positive, collaborative atmosphere have a higher likelihood that teachers will have increased levels of subjective well-being, compared with those principals who do not (Heidmets & Liik, 2014). It has been seen that misconduct of learners and a poor psychosocial climate is negatively related to teachers' psychological well-being and occupational

achievement (Sisask et al., 2014). Satisfaction with the school climate as well as the teachers' confidence in their knowledge and abilities are associated with increased subjective well-being. Increased subjective well-being fosters teachers who are more willing to help students, and therefore they are more likely to achieve their occupational goals (Sisask et al., 2014). Teachers display a high level of burnout, particularly in terms of emotional exhaustion (Peeters & Rutte, 2005). This is seen to be due to a high workload and low autonomy. Teachers are being assigned larger classes, where they have more responsibility in the social and emotional development of their learners. Teachers are also experiencing organisational changes in schools due to larger classes, which leads to more formal procedures and decreased autonomy, as well as a lack of clarity about personal responsibilities. Teachers who experience high levels of autonomy are less emotionally exhausted and feel more personal accomplishment (Peeters & Rutte, 2005).

Attributing meaning to life, including work, has been seen to help people achieve and maintain emotional balance. In order for people to integrate themselves into a larger context, they feel a need to understand and make meaning of events. It is seen as a natural need to justify human existence (Kállay, 2015). It has been proposed that there are two main components of meaning in life. The first is the cognitive component which is made up of our understanding of who we are and how we fit into the world. This leads to the second component, the motivational component. The cognitive component leads us to create goals and purposes which we strive to attain, and this makes up the motivational component (Kállay, 2015). If work is perceived as meaningful, it may contribute to happiness and feelings of subjective well-being.

Professional performance, or performance at work, has been associated with subjective well-being (Man & Ticu, 2015). There are three aspects of professional performance, namely; task performance, organisational citizenship behaviours and counterproductive work behaviours. Increased organisational citizenship behaviours and decreased counterproductive work behaviours lead to better task performance. Better task performance is linked to higher subjective well-being (Man & Ticu, 2015). The direction of this relationship, however, is unclear. It could be that people with higher subjective well-being develop better organisational citizenship behaviours and are less likely to develop counterproductive work behaviours. Thus, they perform better on work tasks. These people may also make more positive work decisions and point out more positive and less negative aspects of their work life (Man & Ticu, 2015). Employees with more counterproductive work behaviours and decreased task performance tend to find ambiguous work situations threatening, a characteristic that is not present in those with higher task performance. It could also be that those with higher task performance and less counterproductive work behaviours feel well due to their good performance in the workplace (Man & Ticu, 2015).

According to Fan et al. (2014), a bi-directional relationship exists between work and employee well-being. Employees who are physically and psychologically well are more productive and show better job performance. By the same token, employees who enjoy their work and derive purpose from work are more physically and psychologically well. High Performance Work Systems (HPWS) are systems whereby employee's skills, productivity and commitment are enhanced. These systems have been associated with increased subjective well-being, specifically in labour intensive sector, including teaching. Organisational Based Self-Esteem (OBSE) is defined as the degree to which employees view themselves as competent and need-satisfying. OBSE is also associated with increased subjective well-being and is seen as a

mediating factor between High Performance Work Systems and subjective well-being (Fan et al., 2014).

It can be seen that much research has been done on work and its impact on subjective well-being. The findings suggest that when individuals find their work meaningful and motivating, they are more likely to feel psychologically well. Another aspect of job performance and well-being is the degree to which one is engaged in their work, as is discussed below.

2.4 Work Engagement

Work engagement is defined as a positive, work-related state of mind that is constituted by absorption, commitment and vigour (Jun-Cheng, Wen-Quan, Zhao-Yi & Jun, 2015). Vigour is defined by high energy levels in the workplace. Dedication is described by high levels of meaning in the work performed. Lastly, absorption refers to complete concentration and happiness within the work environment (Moura, Orgambídez-Ramos & Gonçalves, 2014). Engagement can also be defined as energy invested in overcoming difficulties in order to direct effort towards work with which the individual identifies. This leads to long term pleasure in work efforts, dedication to work and a positive mental state (Souza Vazquez, dos Santos Magnan, Pacico, Hutz & Schaufeli, 2015). Work engagement is thought to be associated with various positive experiences and behaviours, and is associated with multiple positive outcomes. Work engagement is considered to play a key role in commitment to a particular work-related organisation. Engaged individuals are more likely to maximise their skills and resources, and are less likely to leave a particular organisation. According to attachment theory, people are inclined to build and maintain relationships. If the same can be said about people with their work organisations then it can be understood that the quality of an employee's relationship

with their work organisation would influence work engagement. The more secure an individual feels within the organisation, the more engaged they are likely to be (Jun-Cheng et al., 2015).

Kahn (1990) summarised work engagement into three dimensions. The first dimension is the physical dimension and describes being physically involved in work activities, as well as being energetic and displaying positive affect. The second dimension is known as the cognitive dimension, which involves being alert, involved and absorbed at work. The third dimension, and the last, is called the emotional dimension and describes an emotional connection to others and work, as well as the experience of relatedness within the workplace. Kahn (1990) also postulated that there were three main factors that influence work engagement. The first is the work-role fit, which explains an individual's ability to convey their principles, beliefs and values due to a fit between their work and their perception of themselves. The second is supportive supervisory relations, which is defined by a supportive and trustworthy supervisor who gives positive feedback and is concerned for the employees' needs. Third is the availability of personal resources. Personal resources are also made up of physical, cognitive and emotional components. Physical resources are the long hours and other tiresome physical aspects involved in work. Cognitive aspects include thinking clearly and processing information well-enough to excel within the work environment. Emotional aspects are the emotions that are associated with work, especially in the helping profession (Kahn, 1990).

As mentioned above, work engagement can also be determined by sufficient resources for demands that are appropriate to the individual (Souza Vazquez et al., 2015). Work engagement can also be associated with flow. Flow is the experience of being totally absorbed in an activity while being unaware of stimuli outside of the activity. Flow is an enjoyable experience. There

are three essential characteristics of flow, namely: absorption, enjoyment and intrinsic motivation (Souza Vazquez et al., 2015). Previously flow has been associated with leisure activities such as sport and art. Recent studies have shown that flow also occurs at work. When flow occurs at work the employee would experience intense concentration, time would fly by and they would forget about everything else around them. Flow brings about pleasure and satisfaction in an activity and vice versa. Individuals who are intrinsically motivated by their work are interested in their work and derive enjoyment from accomplishing work tasks (Souza Vazquez et al., 2015). Flow is associated with invested time and energy. People rarely experience flow when they are not engaged in an activity, thus flow is bound to occur in employees who find engagement in their work. A balance between challenge and skills to deal with challenges is most likely to lead to the experience of flow. This means that job demands should match work skills in order to create a flow experience, which would enhance work engagement and reduce strain (Souza Vazquez et al., 2015). This is supportive of the Job Demands Resources (JD-R) Model that explains that when demands and resources are balanced, one will experience work engagement (Demerouti et al., 2001), as discussed below.

There are four different conceptualisations of work engagement (Field & Buitendach, 2012) namely; the burnout antithesis approach (Maslach & Leiter, 1997), work engagement as separate from burnout (Schaufeli, Salanova, Gonzalez-Roma & Bakker, 2002), the satisfaction engagement approach (Harter, Schmidt & Hayes, 2002), and the multidimensional approach (Saks, 2006).

2.4.1 Engagement as the Antithesis of Burnout

The first views of work engagement were based on the premise that engagement is paradoxical to burnout. Engagement is defined as an energetic condition of being involved in work activities (Maslach & Leiter, 1997). Originally burnout was studied as a mental condition that is composed of exhaustion, cynicism and inefficacy. As positive psychology grew, more attention was placed on the positive opposite of burnout. The term for this was work engagement, which consisted of its own three components, namely; energy, involvement and efficacy. These three components indicate a direct opposite to the components that make up burnout (Maslach & Leiter, 1997). This view has since been developed and changed and work engagement is now seen its own construct (Field & Buitendach, 2012).

2.4.2 Engagement as Separate from Burnout

As previously stated, engagement can also be seen as separate from burnout (Schaufeli et al., 2002). This is the first time that engagement was defined as a positive work related state of mind that is characterised by dedication, absorption and vigour. These concepts are not related to burnout or intended to represent the opposite of burnout. To be noted is that the relevance of absorption in the definition of engagement has been brought into question. However, absorption still remains an important part of the three factor model of engagement and is still included in the definition (Field & Buitendach, 2014).

2.4.3 The Satisfaction Engagement Approach

Engagement is conceptualised according to how involved and satisfied an employee is in the work, as well as by the employee's level of enthusiasm (Harter et al., 2002). This approach

reinforces that work environment and resources are important for employee engagement. This approach has also been popular in studies regarding turnover and managerial self-efficacy. It parallels the other two conceptualisations of work engagement (Field & Buitendach, 2014).

2.4.4 The Multidimensional Approach to Work Engagement

The multidimensional approach to work engagement has emotional, behavioural and cognitive factors that make up individual work performance (Saks, 2006). This approach incorporates aspects of the previous approaches with the addition of the three-component model that includes cognitive, emotional and behavioural aspects. This model proposes that engagement is experienced cognitively and emotionally and achieved through behaviour (Field & Buitendach, 2014).

Engagement and burnout according to job demands and resources has been studied in various helping professions in South Africa, including teachers (Jackson & Rothmann, 2005; Jackson, Rothmann, van de Vijver, 2006), counsellors (Fourie, Rothmann & van de Vijver, 2008), and nurses (van der Colff & Rothmann, 2012). These studies have been valuable in understanding the most important factors contributing to burnout, as well as what factors are related to engagement. This understanding is considered important for making meaningful changes to the work environment in the public service industry (Rothmann & Rothmann, 2010).

2.4.5 Definition to be used by the current study

Although each approach is unique with a different definition of engagement, research has found that no single approach outweighs the others. The conclusion from all four of the approaches is that engagement has a positive impact on organisational outcomes (Field & Buitendach,

2014). Due to this information the current study has adopted the Schaufeli et al. (2002) definition. Viewing engagement as distinct from burnout is a more positive approach which fits into this study's focus on subjective well-being. Subjective well-being falls into the positive psychology paradigm. Furthermore, previous research studies using teachers and academics have made use of the Schaufeli et al. (2002) conceptualisation (Hakanen, Bakker & Schaufeli, 2006). This conceptualisation has also been widely used and validated in South African studies (Barkhuizen & Rothmann, 2006). Therefore, the definition of work engagement for this study is a positive work related state of mind that is characterised by dedication, absorption and vigour.

2.4.6 Empirical Findings for Work Engagement

Findings suggest that engaged employees show better employee outcomes, organisational success, financial performance and customer satisfaction (Moura et al., 2014). In addition to this, engaged employees have been found to be in better health and display more positive affect than their disengaged peers. Increased stress and job demands with minimal job resources leads to the exhaustion of vigour, dedication and absorption that is associated with work engagement. Thus, individuals experiencing high job demands showed lower levels of engagement. Engaged employees are seen to experience heightened positive emotions and increased subjective well-being (Matthews et al., 2014). When employees are encouraged to be creative in order to create new methods for doing things, it encourages them to develop skills and additional resources. This, in turn, fosters work engagement and leads to the aforementioned increase in subjective well-being (Matthews et al., 2014). Evidence also shows that a high degree of work role fit is associated with increased work engagement (Rothmann & Rothmann, 2010).

Furthermore, it has been found that engaged employees experience high levels of job satisfaction and that engagement may be a mediator between certain job demands and job satisfaction (Moura et al., 2014). Job satisfaction is the way an individual perceives their work, with more positive perceptions indicating higher job satisfaction. Job satisfaction is separate from work engagement in that it's related to pleasure experienced due to the intrinsic and extrinsic natures of a job, while engagement is related to enthusiasm and absorption in the work (Diedericks & Rothmann, 2013). Engaged employees have a higher likelihood to remain satisfied with their jobs despite workplace challenges such as role ambiguity and role conflict. This suggests that engagement mediates work obstacles and job satisfaction (Moura et al., 2014).

It is thought that work engagement is made up of three psychological conditions (May, Gilson & Harter, 2004), namely; psychological safety, psychological availability and psychological meaningfulness. Psychological meaningfulness is based on an individual's ideals and standards and describes the importance placed on a work goal in an individual's life. It is postulated that individuals are geared towards seeking meaning in their work. There are three primary factors that are thought to influence psychological meaningfulness; job enrichment, work role fit and co-worker relations. All three of these characteristics are thought to increase psychological meaningfulness due to the individual's need to express themselves towards a goal alongside their significant peers (May et al., 2004). Psychological safety is the degree of safety one feels to reveal themselves without the fear of negative consequences towards one's self-image or career. Individuals would not feel psychologically safe in unpredictable, threatening environments. Psychological safety is thought to be rooted in behavioural norms as well as in supervisor and co-worker relations. Supportive supervisors set the precedent for a safe environment, while supportive and dependable co-worker relations are also associated with increased psychological safety. Furthermore, the behavioural norms of the workplace

determine the attitudes and behaviours of its employees. Co-worker norms, however, seem to play a more important role in determining psychological safety than overall organisational norms. Psychological availability refers to the individual's belief that they have the necessary resources to engage in their work. People are involved in many activities outside of work, which may impact on a person's readiness to engage in their work. Psychological availability may be influenced by resources, work role insecurities and outside activities. Work involves the strain of multiple demands, therefore; individuals must make use of their physical, emotional and cognitive resources to overcome these demands. Individuals place emphasis on the various roles they are expected to perform within the workplace. Individuals who are confident in their work role, and not preoccupied with trying to fulfil too many work role expectations are thought to be more psychologically available. Activities outside of the workplace may use up a lot of an employee's resources and energy and individuals who can balance these demands may have a higher likelihood of being engaged in their work activities (May et al., 2004).

A strong relationship between both psychological meaningfulness as well as psychological availability and work engagement has been found (Janik & Rothmann, 2016). Through meaning in their work, employees can find purpose which can drive them toward engagement. However, it has been seen that meaning on its own is not sufficient. Individuals cannot engage if they do not have the emotional resources to do so. Good supervisor relationships and low levels of emotional exhaustion were seen to significantly affect psychological meaning and was, thus, associated with increased work engagement (Janik & Rothmann, 2016). It is thought that employees find meaning through the mission that their supervisors pursue and employees who feel valued and respected in this mission have a higher likelihood of being engaged in their work. Although, this may not be true if the employee is experiencing emotional

exhaustion. Employee resources are thought to combat emotional exhaustion, which contributes to psychological availability for engagement (Janik & Rothmann, 2016). If individuals are feeling emotionally overwhelmed, it is likely that they will not engage in other emotionally demanding tasks in order to avoid emotional exhaustion and the depletion of resources. Psychological availability is also influenced by co-worker relationships. As mentioned, employees can be more engaged if they have more emotional resources. Friendship and support may be considered a source of energy and motivation which contributes to the psychological availability for engagement. On the other hand, co-worker relationships that are overly competitive may drain employees of their resources and contribute to the development of emotional exhaustion and burnout (Janik & Rothmann, 2016). Therefore, it is important for teachers to feel that their work is meaningful and purposeful. This can be achieved by recrafting their work, which means to view their work differently so that they can pay more attention to, and invest more time and energy in, tasks that fulfil them. Furthermore, it is important for educational institutions to improve psychological availability by improving resources. This can be done by promoting psychological well-being, stress management and positive supervisory and co-worker relationships. Teachers have an especially emotional demanding work role which means that they need more emotional resources and a strong meaning and purpose, so that they may find psychological meaning and availability towards work engagement (Janik & Rothmann, 2016).

Research has shown that teachers are more prone to suffer burnout when they are faced with difficult students. Confrontation with students is considered a strong predictor of burnout among teachers (Bakker, Hakanen, Demerouti & Xanthopoulou, 2007). However, with the presence of supervisor support, information, innovativeness, appreciation and organisational

climate, teachers could still be engaged in their work. Thus, job resources buffer the effects of difficult students and lead to engagement rather than burnout (Bakker et al., 2007).

In a study by Jackson and Rothmann (2005), it was found that an overload of job demands, lack of control and lack of growth opportunities predicted exhaustion in teachers in South African schools. Exhaustion was seen to be related to poor physical health, as well as poor mental health. Furthermore, limited job resources were related to increased cynicism. It was also seen in this study that teachers appear to score higher on exhaustion and cynicism than what is normal for other professions within the South African work environment. The overload of job demands included working within a pressured time limit, attending to multiple tasks at once, having an unbearable amount of work to do within the given time constraints and facing emotional upsets within the school environment. Teachers were seen to lack certain resources, such as room for growth. This would include things such as the freedom to make work-related decisions, to plan work activities and the opportunity for variance within the workplace. Another resource identified in contributing to exhaustion was a lack of control, which encompasses the possibility of promotion as well as the possibility of contributing to decision-making within schools. Evidence suggests that the exhaustion experienced by teachers is significantly related to lower levels of subjective well-being (Jackson & Rothmann, 2005). Exhaustion is also referred to as burnout, which is seen as the opposing pole to engagement. Thus, can it be said that with changes to job demands and resources, there could be a change from burnout to work engagement.

Psychological well-being has been related to engagement (Rothmann & Hamukang'andu, 2013). Work engagement is associated with satisfaction with life, job satisfaction and organisational commitment. Teachers, like most other people spend a large portion of their

time at work; however teachers spend almost all of their time interacting with other people. This makes them role models for happiness in the eyes of their learners. This is despite the fact that teachers experience high stress levels, which impinges on their experience of work engagement. Engagement can be found in a work-role fit. If an individual believes that they are suited to being a teacher and that the role they are performing helps them to express their authentic self, they will be likely to feel more effective. Work should match the individual's strengths and values so that individuals feel driven towards the goals given to them within the work context. With regard to teachers, this is an important factor due to the emotionally taxing nature of the job. Rothmann and Hamukang'andu (2013) found that it is important for teachers to be able to craft their work. Teachers can re-craft their work in order to match their perceived role by reframe the rationale for their work, taking on work that is more in line with what they enjoy and by putting more time and effort into tasks that engage them. However, educational institutions would have to allow this type of re-crafting to take place, which would mean that institutions would have to relinquish some of the control and allow teachers the freedom to make their own decisions.

2.5   Independent versus Public Schools

Following the end of South Africa's apartheid, where schools were legally allowed to deny students access to schools based on racial backgrounds, policies were put into place that amalgamated various departments of education (Nzuza, 2015). This culminated into two types of schools; independent schools and public schools. Private schools fall into the independent schools category, while government schools fall into the public schools category.

Teachers in publicly funded schools often experience a high work load and increased administrative responsibilities which result in less work time in contact with students. These teachers also tend to report lower levels of managerial support within the system (Honingh & Oort, 2009). Suburban public schools, as used in this study, have been facing a large number of learners drifting in from rural schools (Naicker, 2014). This has attributed to parents seeking a higher quality of education, which is seen to be offered at the previously white suburban schools, as opposed to the poorly resourced rural schools. This has resulted in what is referred to as a learning gap. This gap is caused, firstly, by a language barrier. Many learners coming from rural areas are not proficient in English, and many teachers in suburban schools are not proficient in isiZulu, the predominantly spoken language in the rural areas of KwaZulu-Natal. This results in teachers having to teach learners who do not understand their language, a major strain in addition to the already demanding job of educating (Naicker, 2014). Secondly, learners from rural areas often show less parental support in comparison to the suburban learners. Thus, additional pressure is placed on teachers to sort out learner difficulties without a cohesive relationship with the parents. Lastly, teachers are faced with the task of bridging a cultural divide. Undoubtedly, there are differences in culture between suburban and rural settings. Especially in South Africa, which is renowned for its cultural diversity, bridging the cultural gap is a large hurdle for teachers (Naicker, 2014). It has been seen that while there have been large shifts in pupil composition, teacher compositions remain unchanged, which results in issues of teacher supply and utilisation. Additionally, public schools face the issues of lack of resources, large classes, more integration, policy changes and a flattening of standards (Hofmeyr, 2000).

Teachers in privately funded schools showed a tendency towards a curriculum attitude about teaching (Honingh & Oort, 2009). They believe that they are guiding students along a predetermined path towards their qualification. This attitude was not, however, found in

teachers working in publicly funded institutions. Furthermore, teachers in government funded schools identified less with their school than the teachers in independently funded schools. No difference was found between private and publicly funded schools for teachers' student orientation. Student orientation is defined as concern for students' functioning, progress, private circumstances and education. This is seen to be the essence of teaching and this function was not impacted whether a school was independently or publicly funded (Honingh & Oort, 2009). In response to the large number of drifters from rural schools to public suburban schools, many middle class South Africans have moved their children from public to independent schools. However, there has been an international shift towards independent schooling that has been attributed to the excess demand for education that state cannot keep up with, as well as high demands for alternative education that is not offered by state. Public schools in South Africa have grown a reputation for being dysfunctional which has led to decreased confidence in public education (Hofmeyr, 2000). Thus, many black and white parents are working increasingly harder to send their children to independent schools. This has led to an increase in independent schools, most of which are for-profit schools. Teachers in independent schools have been seen to experience greater stability due to their exclusion from changing policies in the public sector. Teachers also have smaller classes, a strong value base and the resources to provide holistic, rounded education to learners (Hofmeyr, 2000).

After having analysed how public and independent schools differ, it is important to mention that these differences may be growing smaller. Independent schools can receive state subsidies and public schools can ask for fees, therefore schools can be on similar levels of wealth with some public schools employing more teachers privately than through state funding. Moreover, with the state investing more funds in independent schools they are controlling independent schools more, while public schools are being expected to self-manage more than ever before.

In the past, most independent schools wrote the examinations of the Independent Examination Board (IEB). This has been changing, with many independent schools writing the national curricula and various public schools writing the IEB examinations. Over and above this, there has been a large degree of cultural integration in both public and independent schools. Therefore, suburban public and independent schools are moving more towards the middle and these teachers may not experience their jobs as differently as what they might have in the past (Hofmeyr, 2000).

2.6   Defining Job Demands and Job Resources

Occupational characteristics can be divided into job demands and job resources (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). Job demands and resources are predictors of work engagement, which is a positive, work-related state of mind. Engaged employees find their work stimulating and meaningful, which in turn helps them to concentrate more on each task and be more energetic in the workplace. Work engagement is related to good work productivity and employee health (Vogt, Hakanen, Jenny & Bauer, 2016). Job demands and job resources are discussed, along with work engagement.

2.6.1 Job Demands

Teachers in South African schools face heavy physical and emotional demands (Jackson & Rothmann, 2005). They spend most of their time at work, and of this time 88% of it is spent interacting with people (Rothmann & Hamukang'andu, 2013). Large classes with a lack of adequate resources, as well as inadequate work relationships, make working within an insufficient time frame difficult; causing teachers to experience high levels of stress (Jackson & Rothmann, 2005). Furthermore, teachers in South Africa are faced with the fear of violence

and lack of support. Teachers have to manage students with multiple possible behavioural difficulties independently within the context of a large class. They are often isolated and have very little decision-making power within South African schools. Additionally, teachers are offered limited promotional, or growth, opportunities. Burnout, which describes physical and emotional exhaustion, in South African schools has been seen to be caused by difficult children with behavioural problems, insufficient equipment and large amounts of paperwork which require completion after hours (Jackson & Rothmann, 2005).

Job demands are the physical, social or organisational functions that demand physical and psychological application. These physical and psychological demands have an impact on health and well-being (Demerouti et al., 2001). High pressure jobs, where not enough time is allocated to complete a given task, as well as role ambiguity and work load, are seen as major job demands. Job demands have been related to burnout and stress. Job demands are often made more difficult by inadequate resources (Field & Buitendach, 2012). Job demands can be classified according to hindrance demands and challenge demands (Crawford, LePine, & Rich, 2010). Hindrance demands are negatively related to work engagement and are thus associated with negative organisational outcomes. These are demands like role overload, situational constraints and conflict in the workplace due to organisational politics. On the other hand, challenge demands are positively related to engagement and positive organisational outcomes. These are demands like role complexity, high work load and time constraints (Crawford et al., 2010). Demands can also be organised according to three categories; role demands, time demands and global demands. Role demands include things such as high workload, difficult clients (students), supervisory duties and role ambiguity and conflict. Time demands are made up of long hours, overtime and time pressure. Lastly, global demands are the overall work pressures (Miraglia & Johns, 2016).

Teachers experience various job demands, including quantitative overload as well as mental and emotional overload (Prieto, Soria, Martínez, & Schaufeli, 2008). Furthermore, large class sizes, excessive time demands, lack of resources, isolation, inadequate collegial relationships, role ambiguity, behavioural problems in learners, fear of violence in and outside of the classroom, limited promotion opportunities, limited opportunity for involvement in decision making, inadequate financial support, insufficient community support, pressure from external parties and a negative image of the profession are additional demands placed on teachers. These high demands are seen in schools globally and are positively related to burnout and stress (Jackson et al., 2006).

2.6.2 Job Resources

Job resources are the physical, social and organisational functions that decrease job demands, assist in attaining occupational goals and encourage personal development (Demerouti et al., 2001). Job control has surfaced as a contributor to work engagement, which is the paradox for burnout. Control is defined as being able to influence what happens at work. Feeling in control offsets the demands and reduces the felt pressure at work. Thus, autonomy is important for being happy at work. Being involved in work that is perceived as meaningful and worthwhile is also positively related to work engagement. Meaningful work is assumed to offset stress and pressure (Miraglia & Johns, 2016). Resources for teachers include autonomy and work climate (Prieto et al., 2008). Furthermore, independence, remuneration variety of opportunities to learn and participate, clearly defined roles, advancement or opportunity for promotion, effective communication and good relationships with colleagues and supervisors provide a meaningful and safe work environment, which is required for work engagement (Jackson et al., 2006). Job

resources are often seen as the biggest predictors of work engagement (Schaufeli & Bakker, 2004).

    2.6.2.1 Personal Resources. Personal resources are individual characteristics that are positively linked to resilience and a tendency to effectively influence the work context (Miraglia & Johns, 2016). Personal resources are optimism, conscientiousness, self-efficacy and self-esteem. People who are more optimistic experience more dedication, vigour and absorption in their jobs. Conscientiousness is also considered a resource because it is defined by resilience and dependability. These characteristics contribute to achieving work goals, counter job demands and prevent self-pity (Miraglia & Johns, 2016). Time management is also considered a personal resource. In a study by Peeters and Rutte (2005) it was found that time management compensated for low levels of autonomy. Thus, even if the work environment did not provide for high levels of autonomy, teachers with the personal skill of time management were less emotionally exhausted and more personally accomplished than their colleagues with poor time management skills. Time management, however did not seem to mediate personal accomplishment. Therefore it can be seen that a number of personal resources could play a mediating role in the relationship between job demands and engagement. Personal resources are related to the way that job characteristics are perceived, which could also impact on job satisfaction and subjective well-being. Three main personal resources have been identified, namely self-efficacy, organisational based self-esteem and an ability for optimism. Higher levels of these three resources have been associated with lower levels of exhaustion and higher levels of engagement (Xanthopoulou et al., 2007).

2.6.3 Resulting Psychological Processes

These characteristics elicit two psychological processes, health impairment and motivation (Xanthopoulou, Bakker, Demerouti, Schaufeli, 2007). High job demands that exhaust job resources can result in burnout and health impairment processes. Burnout is divided into emotional exhaustion, depersonalisation and reduced personal accomplishment. Emotional exhaustion refers to feeling over extended emotionally. Depersonalisation refers to feeling cynical and having a negative attitude about the world. Decreased personal accomplishment describes the feeling of low achievement and competency and a negative evaluation of the self (Onyett, Pillinger, & Muijen, 1997). Job resources that are adequate to meet job demands lead to motivation processes and work engagement (Xanthopoulou et al., 2007). Work engagement is a positive occupational state of mind marked by dedication, absorption and vigour. Job resources are predicted to mediate the relationship between job demands and job strain or exhaustion. Individuals also have personal resources to mediate this relationship. Personal resources are individual characteristics such as resilience and perceived control in the work environment. Personal resources impact well-being and moderate job characteristics and their relation to well-being (Schaufeli & Taris, 2014).

Understanding the relationship between job demands and resources, as well as the influence of personal resources, can help psychologists to develop an understanding of job strain and work engagement. Understanding work engagement in relation to job demands and resources can help researchers and employees understand what specific demands and resources would be associated with work engagement. Engaged individuals are thought to be healthier, more productive employees which is good for organisations, as well as their employees (Jackson & Rothmann, 2005). With regard to this study, research is showing that teachers in South Africa

are handling high demands, including large classes, behavioural problems in learners and little opportunity for growth (Jackson & Rothmann, 2005). It is the intention of this study to understand these, and other demands, while also evaluating the possible resources teachers may have access to. These resources may be from within the individual or from the work environment (Miraglia & Johns, 2016. This study also looks to find whether teachers in independent settings experience different demands and resources compared to former model C schools, and whether these factors are related to teachers' experience of work engagement. Work engagement has been positively related to subjective well-being (Matthews et al., 2014). Thus, this study aims to understand whether job demands and resources are associated with work engagement, and how this may be associated with subjective well-being.

2.7   The Theoretical Framework

The Job Demands Resources Model (JD-R) by Demerouti et al. (2001) serves as the theoretical framework for this study. The findings of this study are evaluated according to this model, along with its addition, The Dual Process Model, by Schaufeli and Bakker (2004), which includes motivational processes. These frameworks are suitable for this study due to the expressed interest in job demands and resources in independent institutions compared to public institutions, and how this may impact work engagement and subjective well-being. Specifically, the Dual Process Model was included as it can be used to explain positive outcomes, like work engagement, in the workplace and represents a shift away from a negative outcomes model that emphasises burnout (Crous, 2015). This model is used by the current study in order to understand how job demands and resources are contributing factors for subjective well-being in South African teachers and how this could be mediated by positive processes such as work engagement.

2.7.1 The Job Demands Resources Model (JD-R)

Demerouti et al. (2001) propose that work conditions could be separated into two categories, namely; job demands and job resources. These categories are related to different results. Specifically, increased job demands are associated with exhaustion while a shortfall of job resources is associated with disengagement.

Stress is seen as the interruption of balance between the cognitive, environmental and emotional systems resulting from the influence of external factors (Demerouti et al., 2001). These factors are known as stressors. As previously discussed, job demands are the physical, social or organisational aspects of work that require sustained mental or physical effort. Demands can result in strategy adjustments and fatigue (Demerouti et al., 2001). The long term effects of these adjustments drain an employee's energy and result in breakdown or burnout. The question of what keeps some people healthy despite high workloads then arose. Again, as discussed, job resources are the physical, social or organisational aspects of work that function towards the achievement of goals, the reduction of job demands and their physical or psychological expenses, and the stimulation of personal growth (Demerouti et al., 2001). The work environment is made up of organisational resources and social resources. Organisational resources include job control, participation in decision making and task variety. Social resources include support from colleagues, friends, and family members. When there is a lack of resources and individuals cannot cope with work demands, they cannot obtain their goals. This decreases work motivation, which is an important self-protection mechanism, and thus causes withdrawal from work. This interrupts achieving future goals and further decreases motivation. Essentially, the JD-R model asserts that burnout is manifested due to two concurrent processes. The first describes the process that constant job demands lead to

exhaustion. The second is characterised by a shortfall of resources, which further interferes with meeting job demands and leads to job withdrawal. The consequence of this is work disengagement (Demerouti et al., 2001). Although burnout in teachers is often high, some teachers manage to avoid burnout (Jackson et al., 2006). This research study attempts to understand how, despite most teachers experiencing high demands and low resources (Prieto et al., 2008), some teachers manage to avoid burnout and experience subjective well-being. Engagement may be one way of understanding this.

2.7.2 The Dual Process Model

Schaufeli and Bakker (2004) built onto the JD-R model so that positive outcomes in the workplace could be accounted for. One of these positive outcomes, and possibly the most prominent, is work engagement (Schaufeli & Bakker, 2004). It was, therefore, postulated that two processes take place simultaneously, namely; the energetic and motivational processes. The energetic process is associated with negative organisational effects like ill health while the motivational process is related to positive organisational outcomes like organisational commitment (Schaufeli & Bakker, 2004). Furthermore, it is thought that these two processes are interdependent in that job resources are thought to offset job demands and their negative outcomes, like burnout, and encourage positive outcomes like work engagement and organisational commitment.

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│ Job Demands  │ ───▶ │   Burnout    │ ───▶ │  Ill Health  │
└──────────────┘      └──────────────┘      └──────────────┘
                         ▲    │    ╲
                        ╱     │     ╲
                       ╱      ▼      ╲
┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│Job Resources │ ───▶ │  Engagement  │ ───▶ │ Organisational│
│              │      │              │      │  Commitment  │
└──────────────┘      └──────────────┘      └──────────────┘
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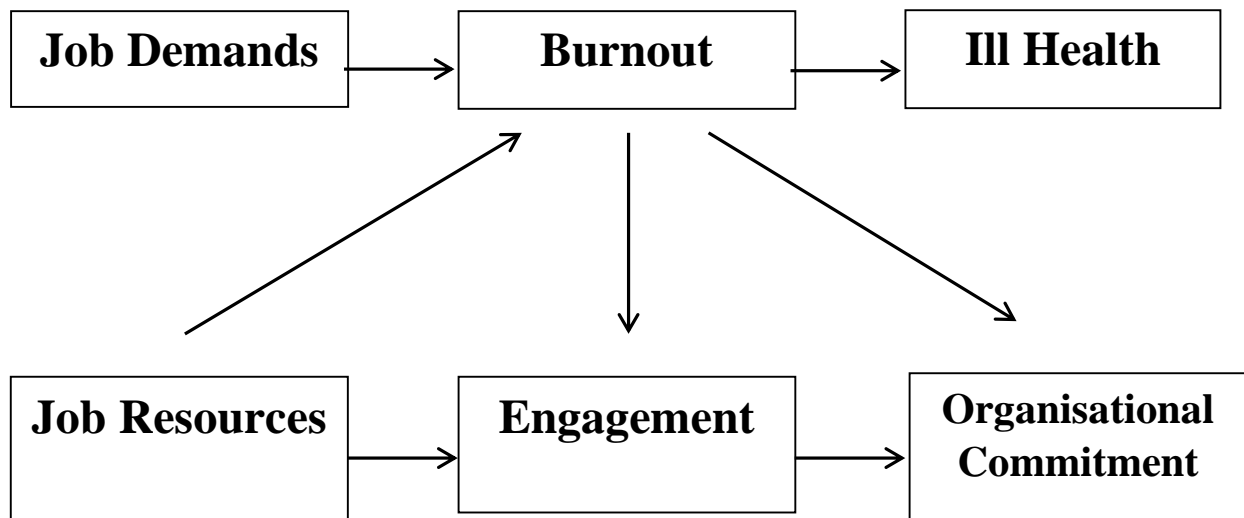
Figure 1. Proposed directions according to the JD-R Model/Dual Processes Model (Hakanen,
Bakker & Schaufeli, 2006, p. 497).

As previously mentioned, these models have been used in South Africa in various contexts. A
study by Fourie et al. (2008) used the JD-R Model to understand burnout and engagement in
counsellors. Their study found that employees who felt a sense of coherence were more likely
to be engaged, and less likely to experience burnout. It was then assumed that a work
environment where the employee feels in control, where the work and systems make cognitive
sense and where the work is experienced as meaningful is related to higher experiences of
engagement (Fourie et al., 2008). This study also found that burnout and engagement are
related; the lower the level of burnout, the higher the level of work engagement. Furthermore,
it supports the JD-R model's hypothesis that high job demands with few resources would lead
to burnout, while high job demands that are matched with high resources will lead to
engagement (Fourie et al., 2008). These findings confirm the structural model that assumes that
engagement is determined by job characteristics.

Field and Buitendach (2012) made use of the JD-R Model/Dual Process Model in a study on South African teachers and found that while job resources were related to work engagement, there was no relationship between job demands and work engagement. This supports the assumption that job resources predict work engagement due to the motivational process through both internal and external motivation. Either they aid in the employees growth, or they are essential to the accomplishment of work goals (Field & Buitendach, 2012).

Crous (2015) made use of these models to understand work engagement and burnout amongst employees in the South African mining industry. She found that most organisations that place very high demands on their employees also typically seem to have fewer resources. Resources have been seen to reduce job demands and the psychological expense of these demands. Additionally, the motivational process described in the Dual Process Model was confirmed to be the most important predictor of work engagement, which has been seen to be positively associated with subjective well-being. A longitudinal study using the JD-R Dual Process Model by Airila (2014) found that job and personal resources predicted engagement as well as work ability, which predicted future engagement. This study found that an autonomous work environment accompanied by positive interactions with colleagues and support from one's supervisor predicted flourishing and engaged employees. These factors are also mentioned in self-determination theory proposed by Deci and Ryan (2000), which states that contextual elements either increase or decrease motivation. Furthermore Airila (2014) concluded that self-esteem was important in determining work engagement as well as work ability. It was seen that a positive attitude towards the self, as well as feelings of self-worth and respect predicted eagerness to put energy into work related tasks. Self-esteem has also been associated with increased subjective well-being (Dubey & Sharma, 2016). Thus, it can be seen that the Job

Demands-Resources Dual Process Model can explain job demands and resources and their positive and negative effects on work engagement and subjective well-being.

2.8   Summary

In summation, it can be seen that there is a positive relationship between work and subjective well-being. A positive work experience is defined by work engagement and its components and this relationship is interpreted by the Job Demands Resources Model. Furthermore, it is assumed that if individuals are fully engaged in their work, they will be more satisfied in their jobs. Job satisfaction is attached to subjective well-being and this is expected to positively influence flourishing (Diedricks & Rothmann, 2010).

Based on the information that has been discussed, this study will work toward the following hypotheses:

Hypothesis 1: Job resources predict increased subjective well-being and satisfaction with life.

Hypothesis 2: Job demands predict decreases in subjective well-being and satisfaction with life.

Hypothesis 3: Public schools experience higher demands and lower resources than teachers in independent schools.

Hypothesis 4: Teachers in independent schools experience more subjective well-being and satisfaction with life than teachers in public schools.

Chapter 3: Methodology

3.1 Introduction

This chapter discusses the research methodology employed for this study. The research design is addressed, as well as a description of the participants involved in the study. This is followed by a discussion on the sampling method. The measuring instruments used in the study are explained and understood according to their validity and reliability. These instruments are: The Job Demands-Resources Scale, The Satisfaction With Life Scale and The Subjective Well-Being Scale. Furthermore, the statistical analysis of the collected data is discussed and the data collection explained. Lastly, the ethical factors to be considered are reviewed.

3.2 Research Design

This research is a quantitative study that uses correlational methods to establish whether relationships between variables exist. Correlational research is used to observe how naturally occurring variables occur in reality (Wilson & MacLean, 2011). Variables are not manipulated, which usually infers that the study is ethical and participants are willing to involve themselves in the study (Wilson & MacLean, 2011). Questionnaire booklets containing a biographical questionnaire and three psychological scales were used in order to collect the necessary data. This research study follows a cross-sectional design, in which participants are recruited according to the population available at the time of the study (Wilson & MacLean, 2011). Cross-sectional research designs are used to describe and predict functions associated with the population in a given point in time according to variables that possibly correlate with each other (Wilson & MacLean, 2011).. Thus, this type of design was considered ideal for this research study.

3.3   Research Participants

Participants for the study are all teachers employed at independent or public schools in Durban, KwaZulu- Natal. Schools were chosen according to proximity to the university and whether they are independent or public institutions. In this study, a teacher is defined as somebody employed to teach students at one of the selected schools. Approximately 260 questionnaires were handed to teachers in public schools, while 320 questionnaires were handed to teachers in independent schools. Therefore, approximately 580 questionnaires were handed out and there were 368 responses. This indicates an estimated response rate of 63%. Thus, the study is feasible with an appropriate sample size.

The sample consisted largely of females (86.4%) with 13.3% of questionnaires being from male respondents. This was considered satisfactory as school teaching staff generally comprises of more females than males. Most of the respondents (28%) were between the age of 25 and 35; while there were few respondents in the age category of 24 years and younger (8.7%). Furthermore, 25% of respondents were in the 46-55 years age category, 23.6% were in the 36-45 years category, and 14.4% of respondents were 56 years and older. Majority of the sample was married (61.7%), and 9% of respondents were divorced. The minority of the respondents were widowed (1.6%), while 23.9% of the sample was single and 3.8% was living with a spouse. Many of the teachers who responded (47.3%) had been employed at their school for less than five years, while only 9.8% had been employed at their current school for more than 20 years. This could be explained by the indication that there were not many teachers over the age of 56 in the sample. Of the respondents, 22.8% had been employed at their current school for 6-10 years and 20.1% had been at their current school for 11-20 years. Lastly, in evaluating the highest qualification held by the respondents, it can be seen that 37% of the

respondents had achieved a degree; 33.2% had achieved a postgraduate degree; 25% had a diploma and 4.1% had obtained a matric certificate as their highest qualification. Many of the respondents had obtained a qualification after matric, which may explain why there were few teachers younger than the age of 24.

The biographical details of the sample are summarised in the following table

Table 1:

Biographical Details of Participants

Variable	Category	%
School Type	Public	51.6
	Independent	48.4
Gender	Female	86.4
	Male	13.3
Age Group	24 years and younger	8.7
	25-35 years	28.0
	36-45 years	23.6
	46-55 years	25.0
	56 years and older	14.4
Marital Status	Single	23.9
	Divorced	9.0
	Widowed	1.6
	Married	61.7
	Living with a Spouse	3.8
Years Working Within School	Less than 5 years	47.3
	6-10 years	22.8
	11-20 years	20.1
	More than 20 years	9.8
Highest Qualification	Matric Certificate	4.1
	Diploma	25.0
	Degree	37.2
	Postgraduate Degree	33.2

Note: Some percentages may not sum to 100% due to missing information in some categories.

3.4 Sampling Approach

This study used non-probability convenience sampling, meaning that participants are recruited from the predetermined population based on convenience (Wilson & MacLean, 2011). Non-probability sampling is characterised by the unlikelihood that the sample accurately represents the population. Convenience sampling is a sampling technique that involves recruiting a sample based on their favourable proximity and availability (Wilson & MacLean, 2011). This approach was selected because it appeared to be the most appropriate sampling method according to the researcher's specified dates. This method was used for the advantages of time efficiency and simplicity.

3.5 Measuring Instruments

A biographical questionnaire (Field & Buitendach, 2012) and three psychological scales were used as measuring instruments, namely; the Job Demands-Resources Scale (JDRS) (Jackson & Rothmann, 2005) the Satisfaction With Life Scale (SWLS) (Diener, Emmons, Larsen & Griffin, 1985) and the BBC-Subjective Well-Being Scale (SWBS) (Pontin, Schwannauer, Tai and Kinderman (2013). These are attached as Appendices 1, 2, 3 and 4.

3.5.1 Biographical Questionnaire. A biographical questionnaire constructed by Field and Buitendach (2012) was used to gain an understanding of the participants' demographic information. Data collected included age, marital status, gender, years worked in an organisation and the highest qualification the participant had obtained.

3.5.2 The Job Demands-Resources Scale (JDRS). The JDRS was developed by Jackson and Rothmann (2005) in order to measure job characteristics related to demands and resources. The JDRS consists of 42, 4 point Likert scale, items. Participants can select from option 1 (never) to 4 (always). The 42 items are linked to dimensions of workload, remuneration, pace of work, ambiguities about work, work variety, independence, collegial and supervisory relationships, learning opportunities, career possibilities and mental and emotional load. Research by Jackson and Rothmann (2005) has shown that there are seven reliable factors, which are; job insecurity, overload, growth opportunities, organisational support, control, rewards and relationship with colleagues, that are thought to determine burnout or engagement. However, an evaluation by Rothmann et al. (2006) found that there are only five reliable factors. The first is overload, which asks questions around how much work must be done and whether there is time pressure. The second is growth opportunities, which asks questions around whether the employee feels that there is enough opportunity to achieve something at work. The third reliable factor is organisational support which enquires around things such as if the employee can speak openly to their supervisor. The fourth is job insecurity, which explores things such as whether individuals feel that their job could be more secure for them to keep their job for the next year. The fifth, and last, reliable factor is advancement. This aspect looks at whether employees are provided with opportunities for training and improving their qualifications and position within the company.

The Job Demands-Resources Scale was selected because it was developed in South Africa and is thus relevant to the South African context. It has been shown to have good reliability and sufficient internal consistency with a Cronbach Alpha ranging between 0.76 and 0.92. Good reliability has also been shown for the five factors discussed above, specifically in South

African samples. This scale has been shown to have high validity within South African samples (Rothmann et al., 2006).

3.5.3 The Satisfaction With Life Scale (SWLS). The SWLS is a five item Likert type scale that ranges from 1 (strongly agree) to 7 (strongly disagree) developed by Diener et al. (1985). This scale attempts to measure a person's subjective experience of well-being and happiness. Three factors were originally identified in the use of the SWLS, namely; positive affect, negative affect and satisfaction. However, the SWLS have been found to measure only one factor, which is satisfaction with life (Diener et al., 1985). Diener et al., (1985) found that the measure has favourable internal consistency with a correlation coefficient of 0.57. Based on interviews the SWLS do appear to measure life satisfaction, which leads one to assume it has face validity.

Multiple studies have confirmed the validity of the Satisfaction With Life Scale (Glaesmer, Grande, Braehler & Roth, 2011). The SWLS have been widely used in South Africa in community, clinical and work contexts (Wissing et al., 2010). Internal consistency was seen to be good, with a Cronbach Alpha of 0.92. This scale has been adapted to many different countries, including Germany and Sweden and has maintained its validity and reliability throughout. There are minimal age and gender differences in terms of the scale norms, which indicate that it can be used reliably across a varied sample (Glaesmer et al., 2011). Within the South African context, the scale shows good reliability with an index of 0.85 in English and Afrikaans speakers. The reliability did, however, drop in its English administration to Setswana speakers. Having said this, reliability was still considered modest with a reliability index of 0.66 in Setswana speakers.

3.5.4 Subjective Well-Being Scale (SWBS). The BBC-SWBS was developed by Pontin, Schwannauer, Tai and Kinderman (2013). It consists of 24 items that are measured according to a 5 point Likert type scale. Participants respond from 1 (not at all) to 5 (extremely). The scale consists of three dimensions of well-being, namely; psychological, physical health and relationships (Pontin et al., 2013). The psychological well-being scale consists of 12 items and asks questions around whether the individual is depressed or enjoying life, whether they have purpose in life, whether they feel optimistic about the future, if they feel they are in control of their life, if they are happy with themselves and their looks, if they live the way they want to, if they are confident in their beliefs, if they do the things that they want, if they feel they grow and develop and if they feel happy with their achievements. The physical health dimension uses 7 items to explore whether the person is happy with their current physical health, their quality of sleep and their daily activities, whether the person feels that they have enough money and opportunity for exercise/leisure, whether they feel they have access to good healthcare and if they are happy with their ability to work. The third dimension, the relationship dimension is made up of 5 items that enquire about the respondent's satisfaction with their personal life and relationships, whether they feel comfortable about the way that they connect with others, whether they are satisfied with their sex life and if they feel that they are able to ask for help when necessary (Pontin et al., 2013).

The subjective well-being scale has been seen to be both valid and reliable with a Cronbach Alpha of 0.94, which indicates good internal consistency. The Cronbach Alpha was slightly lower in depressed and anxious populations, as well as in participants over the age of 75 years. The scale has good face validity as well as good concurrent validity. It has been found to be a comprehensive measure of subjective well-being that can be used internationally (Pontin et al., 2013).

3.6   Statistical Analyses

Once the data was collected, a statistical analysis was conducted. In order to analyse the data, the Statistical Package for the Social Sciences (SPSS) version 24 (IBM Statistics, 2015) was used. This is a popular program within the social sciences used to analyse quantitative data accurately and efficiently and was thus used to analyse the large amount of data collected in this study.

Firstly, the data was analysed according to an exploratory factor analysis which was conducted to understand the arrangement of factors of the JDRS and the SWBS and identify variables within the scales. Exploratory factor analysis is a factor analysis technique that identifies which variables cluster together (Wilson & MacLean, 2011). Specifically, factors that make up variables for job demands, job resources and subjective well-being were identified. Factor analysis was not conducted on the SWLS because, with only five items, it is a unidimensional scale.

Secondly, the data collected was evaluated according to descriptive statistics. This included means, median, mode, standard deviation and kurtosis (Wilson & MacLean, 2011).

Thirdly, the Cronbach alpha coefficients were calculated. Cronbach alpha evaluates the average correlation of each item in order to indicate internal consistency reliability (Wilson & MacLean, 2011). When using Likert type psychological scales in order to collect data, determining whether the scale has internal consistency reliability is important. The Cronbach alpha coefficient represents the error of variance within a given scale. If a test has a high level

of error in variance and low levels of reliability, it shows that a scale has not produced reliable, usable data (Gregory, 2007). A Cronbach alpha of .70 is generally considered suitable in terms of internal reliability (Nunnally & Bernstein, 1994).

Fourthly, to establish what relationships existed between variables in the study, Pearson product-momentum coefficients were carried out. The level of statistical significance was $p \leq .05$. Pearson correlation coefficients identify the degree of linear relationship between two variables (Wilson & MacLean, 2011). This analysis was run on all of the scales but most importantly this analysis was conducted to identify whether a relationship existed among job demands/resources and subjective well-being and satisfaction with life.

Fifthly, independent samples T-tests were administered on the data. An independent samples T-test is a parametric statistical analysis that looks to compare the mean from two independent samples (Wilson & MacLean, 2011). T-tests were conducted to establish if a difference existed between public and independent schools according to job demands, job resources, subjective well-being and satisfaction with life.

Lastly, a multiple regression analysis was conducted to deduce if job demands and resources could predict subjective well-being and satisfaction with life. Multiple regression analysis attempts to predict scores on a criterion based on scores on predicting variables (Wilson & MacLean, 2011). Thus, it can be seen if one variable can predict another. For the purposes of this investigation job demands and resources were seen as the independent variables while subjective well-being and satisfaction with life were seen as the dependent variables.

3.7   Procedure

The researcher applied to the KwaZulu Natal Department of Education for permission to conduct research. Once permission was granted and a letter was received confirming this (Appendix 5), the researcher applied to the Humanities and Social Sciences Research Ethics Committee. Once permission was granted and a letter was received confirming this (Appendix 6), schools were approached telephonically and by email to participate in the study. The appropriate staff member, e.g.: principle, deputy principle etc. was contacted and a meeting was organised to introduce the research and make arrangements for the questionnaires to be administered. A date was set up where the researcher met with the principal, or other gatekeeper, and explained the consent letter (Appendix 7) and the questionnaire booklet. The questionnaire booklet consisted of a biographical questionnaire, the Job Demands-Resources Scale, the Satisfaction With Life Scale and the Subjective Well-Being Scale. The gatekeeper would then hand the consent letters and questionnaire booklets to the teachers within their respective institution for them complete in privacy at their own convenience. A date was arranged for the researcher to collect the consent letters and questionnaire booklets from the participants which was then carried out accordingly.

3.8   Ethical Considerations

After acquiring permission from the Department of Education and getting ethical clearance from the university research office, principals of the various schools were approached. They were provided with information about the study, the rationale for the study as well as the process of data collection. Principals in agreement would then hand out the questionnaires with the consent letter. This letter would inform the participants what was expected of them, as well as what the data would be used for and where it would be stored once it had been used.

Participation was completely voluntary and all participants were made aware that they could withdraw from participating as they wish. The participants were informed that the data would be stored in a locked cupboard for five years and then destroyed with a shredder. The contact details of the researcher, the supervisor and the ethics committee were made available to the participant on the letter for any queries the participant may have. The questionnaires and consent letters were then collected separately so as to ensure that the participants stay anonymous.

3.9   Summary

This chapter aimed to address the methodology of this study. A research design was included, as well as a summary of the demographic details of the participants of the study. After looking at the sampling method, the research instruments used in the study were reviewed according to their structure and how reliably they can be used. The chapter also looked at the statistical analyses to be used in the dissection of the data, which would be computed using SPSS. The procedure of the study, including all of the steps in the research data collection, was discussed according to all the necessary gatekeepers involved. Lastly, the ethical considerations of the study were explained. The successive chapter discusses the results of the study.

Chapter 4: Results

4.1   Introduction

This chapter reports on the results of the study in the order that they were conducted. The chapter starts by reporting on the exploratory factor analysis that was conducted on the Job Demands Resources Scale and the Subjective Well-Being Scale. This is followed by the descriptive analysis, the reliability statistics and the correlations between scales. The chapter also reports on the independent T-tests that were conducted to compare public and independent schools and, lastly, the results end with the multiple regression analyses. The chapter closes out with a brief summary of the results.

4.2   Exploratory Factor Analysis

Exploratory factor analysis was administered on the JDRS and the SWBS to understand the arrangement of the factors. These are displayed in Tables 2 and 3 respectively. The factors are labelled at the footnote below the table. Exploratory factor analysis was not conducted on the SWLS as it has 5 items which makes it a unidimensional scale.

Table 2

Factor Loadings for Principle Component Analysis via Varimax Rotation on JDRS Items

| Items | Components | | | | |
	Organisational Support	Autonomy	Overload	Advancement	Job Insecurity
JDRS31	.781				
JDRS21	.752				
JDRS19	.742				
JDRS27	.726				
JDRS20	.721				
JDRS28	.685				
JDRS24	.636				
JDRS30	.622				
JDRS29	.591				
JDRS16	.583				
JDRS18	.564				
JDRS25	.537				
JDRS26	.536				
JDRS23	.468				
JDRS17	.453				
JDRS22	.423				
JDRS14		.658			
JDRS12		.653			
JDRS15		.644			
JDRS13		.629			
JDRS32		.617			
JDRS9		.454			
JDRS33		.451			
JDRS11		.422			
JDRS2			.677		
JDRS1			.669		
JDRS3			.668		
JDRS6			.631		
JDRS8			.629		
JDRS4			.628		
JDRS7			.608		
JDRS5			.578		
JDRS37				.760	
JDRS40				.724	
JDRS39				.649	
JDRS38				.626	
JDRS42				.592	
JDRS41				.534	
JDRS10				.524	
JDRS35					.932
JDRS34					.891
JDRS36					.877

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

A principle component analysis was conducted on the 42 item Job Demands Resources Scale (JDRS) to assess the factorability of the items. An analysis of the eigenvalues (≥ 1) and the scree plot (Figure 2) showed that five factors emerged which explained 49.3% of the total variance in job demands and resources. The Keizer-Meyer-Olkin value (0.866) exceeded the recommended threshold value of 0.6 and the Bartlett's test of Sphericity was significant. All items loaded onto the five factors found and the factors were named as follows: factor 1 was named Organisational Support, which involves work relationships, communication and information procedures; factor 2 was named Autonomy, which involves the employees' freedom to make independent decisions in the workplace; factor 3 was named Overload, which includes workload, learning opportunities and confrontation; factor 4 was named Advancement, which involves the employees' freedom to progress financially and with regard to work related skills, factor 5 was named Job Insecurity, which entails the degree of uncertainty experienced with regards to working.

As shown in Table 2, the current study has two sub constructs of job demands, namely; overload and job insecurity, and three sub constructs of job resources, namely; organisational support, autonomy and advancement.
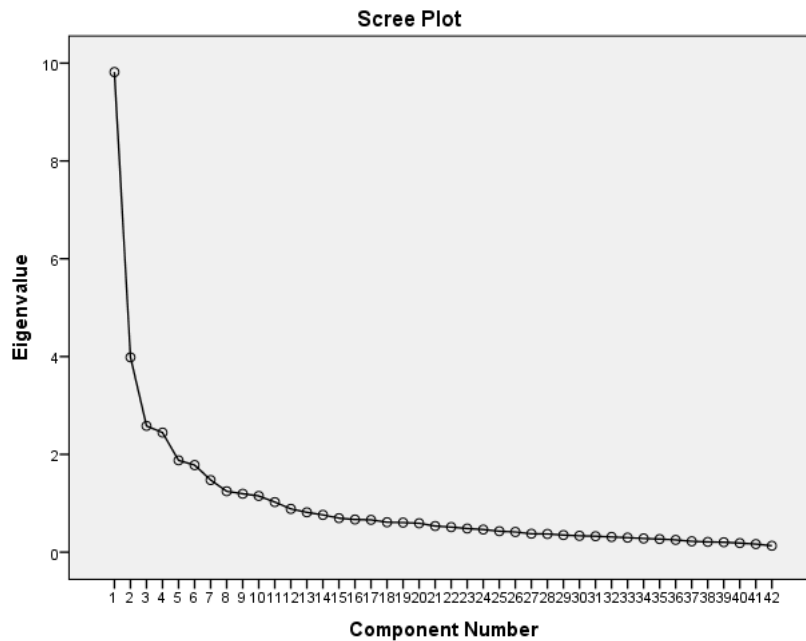
Figure 2. Scree plot showing Organisational Support, Autonomy, Overload, Advancement and Job Insecurity for the JDRS

A principle component analysis was also carried out on the 24 items of the SWBS as shown in Table 3 below, through analysis of the eigenvalues (≥1) and the scree plot (Figure 3). It was indicated that three factors could be extracted which explained 55% of the total variance. The Keizer-Meyer-Olkin value (0.933) exceeded the recommended threshold value of 0.6 and the Bartlett's test of Sphericity was significant. All items loaded well within the three factors found. The factors were named as follows: factor 1 was named Psychological Well-Being which was comprised of 13 items and looks at subjective perception of psychological functioning; factor 2 was named Physical Health and Well-Being which was comprised of 7 items and which looks at subjective perception of physical functioning and factor 3 was named Relationships which was comprised of 4 items and looks at the subjective perception of social functioning. Item 18 might have fallen within the Relationships component but was loaded on the Psychological Well-Being component. This could be explained by people's tendency to base their social interactions on their psychological well-being (Nezlek, Richardson, Green & Schatten-Jones, 2002)

Table 3

Factor Loadings for Principle Component Analysis via Varimax Rotation on SWBS Items

	Component		
	Psychological Well-Being	Physical Health and Well-Being	Relationships
SWBS9	.757		
SWBS8	.647		
SWBS15	.619		
SWBS14	.611		
SWBS6	.603		
SWBS12	.574		
SWBS7	.548		
SWBS13	.531		
SWBS5	.496		
SWBS10	.471		
SWBS24	.453		
SWBS18	.439		
SWBS4	-.410		
SWBS22		.706	
SWBS2		.664	
SWBS3		.609	
SWBS1		.588	
SWBS21		.547	
SWBS11		.520	
SWBS23		.487	
SWBS17			.784
SWBS16			.677
SWBS19			.571
SWBS20			.458

Extraction Method: Maximum Likelihood. Rotation Method: Varimax with Kaiser Normalization.
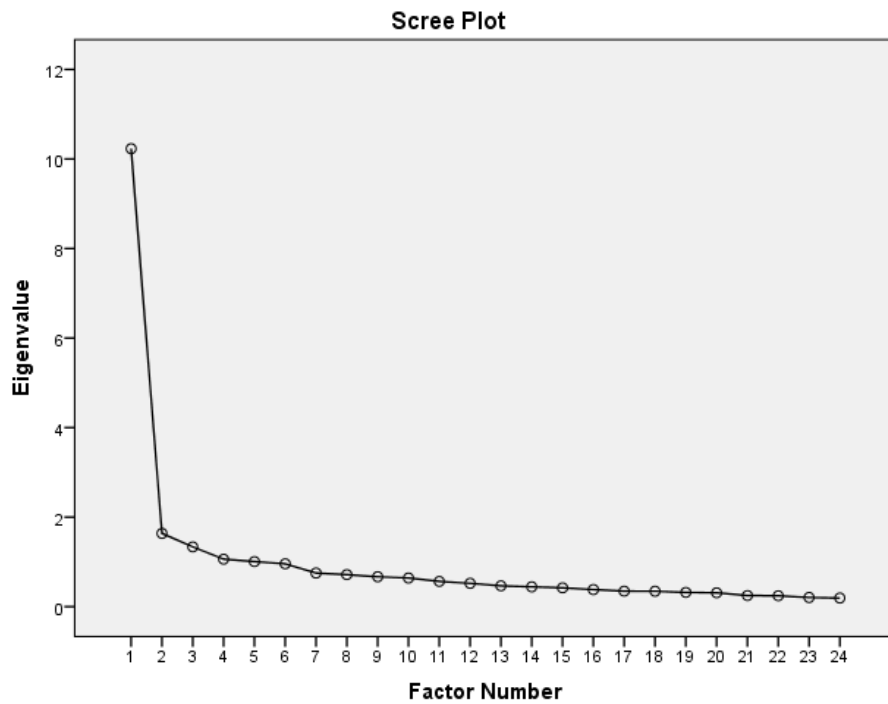
Figure 3. Scree plot showing Psychological Well-Being, Physical Health and Well-Being and Relationships for the SWBS.

4.3 Pearson Product Moment Coefficients

Table 4

Descriptive Analysis, Reliability statistics and Correlations between scales (Valid n=368)

	Mean	SD	Skewness	Kurtosis	α	JDRS TOT	Org Supp.	Auton.	Overload	Adanc.	Job Ins.	SWBS TOT	Psych WB	Phy. H &WB	Rel.
JDRS_TOT	121.32	12.50	-.064	-.236	0.85	1									
Org. Supp.	52.09	7.60	-.467	-.131	0.91	.832**++	1								
Auton.	23.63	4.01	.039	-.546	0.79	.766**++	.599***++	1							
Overload	23.78	3.90	.020	-.296	0.80	.109	-.179**	-.067	1						
Advanc.	15.66	4.15	.612	-.004	0.81	.599***++	.407***+	.398***+	-.282***	1					
Job Ins.	6.12	3.02	.601	-.887	0.90	.103	-.152**	-.123*	.019	-.041	1				
SWBS_TOT	84.50	13.57	-.119	-.291	0.92	.336***+	.338***+	.360***+	-.273***	.402***+	-.066	1			
Psych WB	47.72	6.76	-.004	-.237	0.85	.329***+	.325***+	.354***+	-.244***	.370***+	-.030	.906**++	1		
Phy.H.&WB	22.25	3.87	.005	-.279	0.84	.208***	.176**	.235***	-.238***	.370***+	-.045	.805**++	.636***++	1	
Rel.	15.23	2.97	-.554	.452	0.79	.279***	.297***	.283***	-.148**	.227***	-.038	.756**++	.601***++	.438***+	1
SWLS_TOT	15.14	6.24	.682	-.032	0.87	-.299***	-.324***+	-.331***+	.238***	-.355***+	.154**	-.701***++	-.493***+	-.402***+	-.611***++

α = Cronbach alpha coefficient; SD = Standard deviation,
*, Statistical significance at p ≤ 0.05; **, Statistical significance at p ≤ 0.01; ***, Statistical significance at p ≤ 0.001;
+r ≥ 0.30 – Practically significant relationship (Medium effect); ++ r ≥ 0.50- Practically significant relationship (Large effect)
JDRS TOT: JDRS Total, Org. Support: Organisational Support, Auton: Autonomy, Advanc: Advancement, Job Ins: Job Insecurity, SWBS Tot: SWBS Total, Psych WB: Psychological Well-Being, Phy. H & WB: Physical Health and Well-Being, Rel: Relationships, SWLS Tot: SWLS Total

The descriptive statistics according to the mean, standard deviation, skewness, kurtosis and Cronbach alpha coefficents are displayed in Table 5. Additionally the JDRS and its components, namely; organisational support, autonomy, overload, advancement and job insecurity are reported on, as well as the SWBS and its components, namely; psychological well-being, physical health and well-being and relationships and lastly the SWLS. As can be seen, all of the scales show internal consistency and are satisfactory according to Nunnally and Bernstein's (1994) standard of 0.70. Additionally this table was used to investigate hypotheses one and two, as discussed.

Pearson Product Moment Coefficients were carried out to assess the relationship between job resources and subjective well-being and satisfaction with life. The above table shows that the overall job demands and resources were significantly correlated [r (368) = 0.336; p ≤ 0.001] positively with overall subjective well-being, psychological well-being, physical health and well-being, relationships and negatively with overall satisfaction with life. Job resources have been defined as organisational support, autonomy and advancement. Organisational support was significantly correlated with overall subjective well-being [r (368) = 0.338; p ≤ 0.001], psychological well-being [r (368) = 0.325; p ≤ 0.001], physical health and well-being [r (368) = 0.176; p ≤ 0.01] and relationships [r (368) = 0.297; p ≤ 0.001]. Additionally, organisational support was negatively correlated with overall satisfaction with life [r (368) = -0.324; p ≤ 0.001]. Autonomy was significantly correlated with overall subjective well-being [r (368) = 0.360; p ≤ 0.001], psychological well-being [r (368) = 0.354; p ≤ 0.001], physical health and well-being [r (368) = 0.235; p ≤ 0.001] and relationships [r (368) = 0.283; p ≤ 0.001], however; it was negatively correlated with overall satisfaction with life [r (368) = -0.331; p ≤ 0.001]. Advancement showed a positive relationship with overall subjective well-being [r (368) = 0.402; p ≤ 0.001], as well as with psychological well-being [r (368) = 0.370; p ≤ 0.001],

physical health and well-being [r (368) = 0.370; p ≤ 0.001] and relationships [r (368) = 0.227; p ≤ 0.001]. Additionally, advancement showed a negative relationship with overall satisfaction with life [r (368) = -0.355; p ≤ 0.001]. Thus, job resources were significantly correlated with both subjective well-being and satisfaction with life.

Pearson Product Moment Coefficients were also used to investigate the relationship between job demands and subjective well-being and satisfaction with life. Job demands were defined as overload and job insecurity. Overload was negatively related to the overall subjective well-being [r (368) = -0.273; p ≤ 0.001], psychological well-being [r (368) = -0.244; p ≤ 0.001] and physical health and well-being [r (368) = -0.238; p ≤ 0.001], as well as relationships [r (368) = -0.148; p ≤ 0.01] and positively related to overall satisfaction with life [r (368) = 0.238; p ≤ 0.001]. Job insecurity showed a positive correlation with the overall satisfaction with life [r (368) = 0.154; p ≤ 0.01]. Thus, job demands were related to subjective well-being and satisfaction with life.

As seen in Table 4 there are also other statistically significant relationships between constructs. The overall job demands and resources show a significant relationship with both organisational support [r (368) = 0.832; p ≤ 0.01] and autonomy [r (368) = 0.766; p ≤ 0.01], while it is also significantly related [r (368) = 0.599; p ≤ 0.001] to advancement. Organisational support is significantly correlated negatively with overload [r (368) = -0.179; p ≤ 0.01] and job insecurity [r (368) = -0.152; p ≤ 0.01]. Additionally, organisational support was positively correlated with autonomy [r (368) = 0.599; p ≤ 0.001] and advancement [r (368) = 0.407; p ≤ 0.001]. Autonomy was negatively correlated [r (368) = -0.123; p ≤ 0.05] with job insecurity, while it was positively correlated with advancement [r (368) = 0.398; p ≤ 0.001]. Overload was negatively

related to advancement [r (368) = -0.282; p ≤ 0.001]. Thus, it can be seen that job demands appear to be negatively correlated with job resources.

Overall subjective well-being shows a positive relationship with psychological well-being [r (368) = 0.906; p ≤ 0.01], physical health and well-being [r (368) = 0.805; p ≤ 0.01] and relationships [r (368) = 0.756; p ≤ 0.01] and a negative relationship with the overall satisfaction with life [r (368) = -0.701; p ≤ 0.001]. Psychological well-being is positively correlated with physical health and well-being [r (368) = 0.636; p ≤ 0.001] and relationships [r (368) = 0.601; p ≤ 0.001]; and negatively correlated with overall satisfaction with life [r (368) = -0.493; p ≤ 0.001]. Physical health and well-being is positively related to relationships [r (368) = 0.438; p ≤ 0.001] and negatively related to overall satisfaction with life [r (368) = -0.402; p ≤ 0.001]. Lastly, relationships appear negatively related to overall satisfaction with life [r (368) = -0.611; p ≤ 0.001]. Thus, it can be seen that subjective well-being and all of its components were negatively correlated with satisfaction with life.

4.4   Assessing Experiences of Job Demands/Resources Based on School Type

An independent samples T-test was conducted in order to investigate the third hypothesis; which is whether teachers in public schools would experience more demands and less resources than teachers in independent schools.

Table 5

Independent Samples T-Test assessing experiences of job demands/resources based on school type

	T-Tests					
	School Type					
Variable	Public		Independent			
	Mean	*SD*	*Mean*	*SD*	*t*	*p*
JDRS Total	121.9430	12.45233	120.6644	12.56476	.895	.371
Organisational Support	51.7444	7.91726	52.4724	7.24382	-.885	.377
Autonomy	23.5301	4.10948	23.7399	3.92465	-.492	.623
Overload	24.2554	3.94428	23.2849	3.80446	2.360	.019*
Advancement	15.4973	4.22611	15.8471	4.08636	-.791	.429
Job Insecurity	6.5480	3.12599	5.6994	2.85744	2.649	.008**

Notes: *, Statistical significance at p ≤ 0.05; **, Statistical significance at p ≤ 0.01; ***, Statistical significance at p ≤ 0.001

An independent samples T-test was administered on the data in order to determine if a difference existed between public or independent schools' experiences of job demands/resources. A significant difference existed between public schools (M=24.26, SD=3.94) and independent schools (M=23.28, SD=3.8) according to the job demand of Overload; t=2.36, p ≤ 0.05. This suggests that teachers employed at public schools experience a higher rate of overload than teachers in independent schools. Additionally, a significant difference in what was found between public schools (M=6.55, SD=3.13) and independent schools (M=5.69, SD=2.86) for Job Insecurity; t=2.65, p ≤ 0.01. The results indicate that teachers in public schools experience higher levels of job insecurity than teachers employed at independent schools.

4.5   Assessing Subjective Well-Being and Life Satisfaction Based on School Type

The independent samples T-tests were executed in order to investigate the fourth hypothesis; which is whether teachers in independent schools would experience more subjective well-being and satisfaction with life than teachers in public schools.

Table 6

Independent Samples T-Test assessing experiences of subjective well-being based on school type

	T-Tests					
	Type of School					
Variable	**Public**		**Independent**			
	Mean	*SD*	*Mean*	*SD*	*t*	*p*
Overall SWBS	83.2357	13.96385	85.8158	13.08071	-1.675	.095
Psych Well-being	47.3681	6.99421	48.1000	6.50048	-1.015	.311
Physical Health	22.1148	4.00452	22.3966	3.73829	-.686	.493
Relationships	15.0629	3.08464	15.4038	2.86644	-1.016	.311

Notes: **SD**, Standard Deviation *, Statistical significance at p ≤ 0.05; **, Statistical significance at p ≤ 0.01; ***, Statistical significance at p ≤ 0.001

An independent samples T-test was conducted in order to establish whether there was a difference in subjective well-being based on the type of school at which teachers were employed; either Independent or Public. The results showed that there was no significant difference between public and independent schools; therefore teachers experienced similar degrees of subjective well-being regardless of what type of school they were employed at.

Table 7

Independent Samples T-Test assessing experiences of satisfaction with life based on school type

T-Tests					
School Type					
Variable	Public		Independent		
	Mean	*SD*	*Mean*	*SD*	*t*	*p*
Satisfaction with Life	15.86	6.40	14.38	5.99	2.248	.025*

Notes: *, Statistical significance at p ≤ 0.05; **, Statistical significance at p ≤ 0.01; ***, Statistical significance at p ≤ 0.001

As indicated in Table 7, the results show that there is a significant difference between the experience of life satisfaction in public schools (M=15.86, SD=6.40) and independent schools (M=14.38, SD=5.99; t=2.25, p ≤ 0.05). This result suggests that teachers employed at public schools experience more satisfaction with life than teachers employed at independent schools.

4.6 Assessing whether Job Demands/Resources predict Subjective Well-Being

Table 8

Results of a standardized regression analysis with SWB as a dependent variable and overall JDR and its sub-dimensions as predictors (Bêta-coefficients)

Model	Unstandardised Beta	S.E	*Standardised βeta*	*t*	*p*	*F*	*R*	*R²*	*df*
Predicting SWB from JDR									
1 (Constant)	41.177	7.496		5.493	.000***	33.423	.336	.113	1,297
Overall JDR	.356	.062	.336	5.781	.000***				
Predicting SWB from JDR sub-dimensions									
1 (Constant)	65.891	7.931		8.308	.000***	17.795	.506	.256	5,258
JDRS Org Support	.155	.119	.089	1.302	.194				
JDRS Autonomy	.739	.221	.224	3.342	.001**				
JDRS Overload	-.661	.195	-.193	-3.387	.001**				
JDRS Advancement	.690	.207	.208	3.339	.001**				
JDRS Job Insecurity	-.330	.237	-.075	-1.394	.164				

Notes: Dependent variable, subjective well-being, β is the beta value; F, F-test of F statistic; p, is the probability value; is the proportion of variance accounted for by the other variable; R² tells how much of the variance in the independent variable is explained by the model. Δ is the adjusted R square statistic; it corrects this value to provide a better estimate of the true population value. *, Statistical significance at p ≤ 0.05; **, Statistical significance at p ≤ 0.01; ***, Statistical significance at p ≤ 0.001

Predicting Subjective Well-Being from JDR

A multiple linear regression was carried out to assess whether JDR predicted SWB. JDR explained 11.3 percent of the variance in SWL $R^2 = 0.113$, $F\,(1,297) = 33.423$, $p < 0.001$). The overall JDR construct was seen to be a statistically significant predicting factor of SWB and the effect is moderate ($\beta = 0\,.336$, $p < 0.001$, medium effect).

Predicting Subjective Well-Being from JDR sub-dimensions

A significant regression equation was found (F=17.79) with an R² of 0.256. Subjective well-being is significantly ($p \leq 0.05$) predicted by organisational support, autonomy, overload, advancement and job insecurity. Thus, job demands and resources could explain 25% of the variance in subjective well-being. The variation is most prominently explained by overload, then autonomy and lastly advancement.

4.7   Assessing whether Job Demands/Resources predict Satisfaction with Life

Table 9

Results of a standardized regression analysis with SWLS as a dependent variable and overall JDR and its sub-dimensions as predictors (Bêta-coefficients)

	Model	Unstandardised Beta	S.E	*Standardized βeta*	*t*	*p*	*F*	*R*	*R²*	*df*
Predicting Satisfaction with Life from JDR										
1	(Constant)	33.250	3.343		9.947	.000***	29.135	.299	.089	1,262
	JDR	-.148	.027	-.299	-5.398	.000***				
Predicting Satisfaction with Life from JDR sub-dimensions										
1	(Constant)	23.548	3.608		6.526	.000***	14.732	.448	.201	5,293
	JDR Org Support	-.096	.056	-.116	-1.723	.086				
	JDR Autonomy	-.209	.103	-.136	-2.037	.043*				
	JDR Overload	.202	.087	.127	2.316	.021*				
	JDR Advancement	-.301	.091	-.202	-3.316	.001**				
	JDR Job Insecurity	.268	.109	.130	2.452	.015*				

Notes: Dependent variable, satisfaction with life, β is the beta value; F, F-test of F statistic; p, is the probability value; is the proportion of variance accounted for by the other variable; R² tells how much of the variance in the independent variable is explained by the model. Δ is the adjusted R square statistic; it corrects this value to provide a better estimate of the true population value. *, Statistical significance at p ≤ 0.05; **, Statistical significance at p ≤ 0.01; ***, Statistical significance at p ≤ 0.001

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Predicting Satisfaction with Life from JDR

A multiple linear regression was performed to assess whether JDR predicted SWL. JDR explained 8.9 per cent of the variance in SWL $R^2 = 0.089$, F (1, 262) = 29.135, p < 0.001). The overall JDR construct is a statistically significant predicting factor of SWL, although the effect is small (β = -0.299, p < 0.001, small effect).

Predicting Satisfaction with Life from JDR sub-dimensions

A significant regression equation was found (F=14.73) with an R² of 0.201. Satisfaction with life is significantly (p ≤ 0.05) predicted by autonomy, overload, advancement and job insecurity. Thus, job demands and resources could explain 20% of the variance in satisfaction with life. The variation is most distinctly explained by advancement, then job insecurity and lastly overload.

4.8   Summary

In closing, this chapter focused on reporting the statistical analyses that were conducted and the results that were yielded. Each hypothesis of the study was addressed according to the statistical analysis that was used.

The chapter started with a section on the exploratory factor analyses which was used to identify sub constructs and determine whether the scales were valid. The next section reported on Pearson Product Moment Coefficients which were conducted to determine the validity of the scales and subscales, and to provide a descriptive analysis of items such as the standard deviation and mean of each scale. Additionally this analysis was used to identify correlations between the scales and subscales, which were all found to be valid. This was followed by a

session that reported on the Independent Samples T-tests that were conducted to establish whether public and independent schools experienced differences in job demands and resources, subjective well-being or satisfaction with life. Lastly, a section on the standardised regression analysis was included to deduce whether job demands/resources were predictors of subjective well-being and satisfaction with life. The next chapter discusses these results.

Chapter 5: Discussion

5.1   Introduction

The aim of this chapter is to discuss the results that were reported on in chapter four and integrate them with the extant literature that exists on job demands, job resources, subjective well-being and satisfaction with life, while also keeping in mind the context of public and independent schooling in South Africa. Furthermore, this chapter discusses the findings of the current study while taking into consideration the results of previous studies. Lastly, this discussion takes place through the JD-R Dual Process Model.

This study consisted of four different hypotheses. The first was that job resources predict increased subjective well-being and satisfaction with life. The second was that job demands predict decreases in subjective well-being and satisfaction with life. Thirdly, teachers in public schools experience higher demands and lower resources than teachers in independent schools. The final hypothesis was that teachers in independent schools experience more subjective well-being and satisfaction with life than teachers in public schools. These schools were all placed in KwaZulu Natal, South Africa. These hypotheses will be discussed in accordance with the results obtained from the study, and in correlation with existing literature.

Stress and burnout in teachers has been recognised as a problem internationally (Jackson, Rothmann & van de Vijver, 2006). This is believed to be caused by an excess in job demands that cannot be offset by adequate resources. Thus, it is important for teachers to be motivated and energetic in overcoming these, and other, challenges (Jackson et al., 2006). It has been seen that teachers have high demands and few resources. However, a study by Naicker (2014) indicated that this is worse within the public school system where schools have more learners

and parents are not able to afford the financial and supportive expense of schooling. Limited literature is available comparing public and independent school teachers on their subjective experience of job demands and resources, or their subsequent feelings of well-being based on this. Therefore, the rationale of this study was to understand, in the context of increasing stress and burnout, whether job demands and resources are related to subjective well-being and if this is affected by employment in a public or independent school.

5.2   Discussion of Results

In order to identify factors within the JDRS and the SWBS, exploratory factor analysis was administered. A factor analysis was not necessary for the SWLS as, with only 5 items, it is unidimensional.

The analysis found a five-factor model for the JDRS which resulted in two job demands and three job resources. The job demands were identified as job insecurity and overload; and the job resources were identified as organisational support, autonomy and advancement. Other studies that make use of the JDRS have varied in their factors found. Coetzer and Rothmann (2009) found six factors in a South African study where they identified four job resources, namely: insecurity, growth opportunities, organisational support, social support, advancement, as well as a broader factor job demands. The current study did not identify social support as a factor, which suggests that more emphasis was placed on organisational support in this particular sample. In a South African study by Rothmann and Rothmann Jr (2010), five factors were extracted; namely job security, overload, organisational support, advancement and growth opportunities. Another South African study by De Braine and Roodt, (2011) also found five factors consisting of two job demands, namely: job insecurity and overload; and three job

resources, namely; advancement, growth opportunities and organisational support. Thus, there is evidence for a five factor model of the JDRS, however, the current study included a factor of autonomy which has not been supported in these aforementioned studies. Autonomy was included as it seemed the best way to describe the items that were grouped together, some of which were: "do you have freedom in carrying out your work activities?", "do you have influence in the planning of your work activities?" "can you participate in the decision about when a piece of work must be completed?" Additionally, autonomy has been found as an important factor with regards to work-related well-being (Deci & Ryan, 1985).The literature suggests that overload, job insecurity and organisational support are quite consistent factor findings, as was exhibited again in the current study. Advancement and growth opportunities have been seen as co-occurring, while this study found that they may be collapsed into one where advancement could refer to the growth of skills and knowledge, or it could refer to promotion with regards to position in the school.

A three-factor model was found for the SWBS through exploratory factor analysis. These factors were defined as relationships, psychological well-being and physical health and well-being respectively. Busseri (2015) refers to the long standing tripartite model of subjective well-being, where subjective well-being is made up of negative affect, positive affect and satisfaction with life, as it was first established by Diener (1984). Despite this longstanding concept, Brusseri suggests that with new measures and increasing research, this model needs to be reviewed. Although the current study did find a three factor model for subjective well-being, it did not correlate with Diener's (1984) tripartite model, which provides support for Brusseri's (2015) finding that perhaps the tripartite model of subjective well-being needs to be reviewed. Keyes (2002) suggests that subjective well-being is made up of psychological, social and emotional well-being. The results of the current study suggested three factors, namely;

relationships, physical health and well-being and psychological well-being which provides support for Keyes' (2002) finding. Pontin, Schwannauer, Tai and Kinderman (2013) also found a three factor model where the factors were identified as relationships, psychological well-being and physical health and well-being. However, they point out that this is a recently developed scale which means that it has not been widely used and not many factor variations have been found. Nonetheless the current study found the same three factors and provides support for Pontin et al's (2013) model.

Reliability was found for all of the measuring instruments and factors used. In order to estimate reliability, cronbach alpha coefficients were used and, according to Nunnally and Bernstein (1994), $\alpha \geq 0.70$ is considered acceptable. This guideline was met by all of the measuring scales and their subsequent factors.

The reliability was acceptable for the JDRS with a Cronbach alpha of 0.85. Internal consistency was shown for the five factors found with: overload, 0.80; job insecurity, 0.90; organisational support, 0.91; autonomy, 0.79; and advancement, 0.79. This is a similar finding to that of De Braine & Roodt (2011) who found the following: overload, 0.78; job insecurity, 0.90; organisational support, 0.91; and advancement, 0.83. Therefore, both the literature and the findings of this study indicate that the JDRS is a reliable measure. The SWBS also showed reliability with a Cronbach alpha of 0.92. Internal consistency was also observed within the three factors with: psychological well-being, 0.85; physical health and well-being, 0.84; and relationships, 0.79. This differs slightly from another study (Pontin et al., 2013) with psychological well-being, 0.93; physical health and well-being, 0.80; and relationships 0.82. Despite the slight difference, both of these results indicate good reliability for the SWBS.

Lastly, good reliability was also shown for the SWLS with a Cronbach alpha of 0.87 which was slightly higher than found in Mafini's (2014) South African study, where a Cronbach alpha of 0.79 was found. Hence, all of the measures used within this study, as well as their sub constructs, were found to be reliable and usable.

Pearson Product Moment Coefficients were conducted in order to determine which relationships existed within the current study. These correlations were used to investigate the first hypothesis, which was that job resources could predict increased subjective well-being and satisfaction with life. Job resources refer to the physical, social and organisational functions that offset job demands (Demerouti et al., 2001). Organisational support is comprised of work relationships, communication and information procedures. Autonomy involves the employees' freedom to make independent decisions in the workplace. Lastly, advancement refers to the employees' freedom to progress financially and with regard to work related skills. Results indicated that the job resources, namely; Organisational Support, Autonomy and Advancement, were positively correlated with Subjective Well-Being. However, job resources were negatively correlated with satisfaction with life. In order to establish whether subjective well-being and satisfaction with life could be predicted by job resources, a standardised regression analysis was administered on the data. Results indicate that subjective well-being was predicted by organisational support, autonomy and advancement, while satisfaction with life was predicted by autonomy and advancement and not organisational support. The findings of the standardised regression analysis indicate that 25% of the variation in subjective well-being and 20% of the variation in satisfaction with life could be explained by job demands and resources. Therefore subjective well-being is positively correlated with, and predicted by job resources while satisfaction with life is negatively correlated with, and predicted by, job demands.

Bakker et al. (2007) found that a supportive work climate in which teachers were encouraged and supported by their colleagues, as well as their supervisors, while working in the context of a supportive organisational climate acted as a buffer to the job demands experienced by teachers. Thus, organisational support is considered important in teachers' ability to stay dedicated and vigorous in their work. Another study (Coetzer & Rothmann, 2009) also found that organisational support was predictive of engagement, and thus, employee well-being. A study by Jackson et al. (2006) found that organisational support, growth opportunities and advancement were all predictive of work-related well-being. Thus, both advancement and organisational support were seen as significantly related to increased work wellness and lower levels of exhaustion. According to Deci and Ryan's (1985) self-determination theory, employees that experience relatedness and psychological autonomy show increased intrinsic motivation and well-being. A study on teachers found that autonomy was related to less emotional exhaustion and more feelings of personal accomplishment, which is related to increased subjective well-being. Thus, there does seem to be support for the first part of the first hypothesis which looked to establish whether job resources were related to subjective well-being (Peeters & Rutte, 2005). However, none of the above studies related job resources specifically to subjective well-being. The current study highlights that subjective well-being is positively influenced by job resources.

Satisfaction with life has been known as one of the facets of subjective well-being, as proposed in Diener's (1984) tripartite model which also includes positive affect and negative affect. In fact, many studies use only a measure of satisfaction with life in determining subjective well-being (Jin & Kim, 2017; Pretsch, Flunger, Heckmann, & Schmitt, 2013). Thus, satisfaction with life was also examined in this study, as part of the assessment of subjective well-being. Interestingly, it was seen that satisfaction with life was negatively correlated with overall

subjective well-being, as well as the sub constructs of subjective well-being, namely; psychological well-being, physical health and well-being and relationships. Additionally, satisfaction with life was negatively correlated with all three job resources of organisational support, autonomy and advancement. A study on life satisfaction in teachers (Hamama, Ronen, Shachar & Rosenbaum, 2013) investigated three aspects of social support; peer support, professional staff support (e.g.: psychologists) and managerial, or organisational, support. Only peer support was related to increased life satisfaction, thus organisational support did not predict satisfaction with life. This provides support for the finding of this study, where organisational support was also not a significant predictor of satisfaction with life. Hamama et al. (2013) also found that self-control, which is an element of autonomy, was not a predictive factor for subjective well-being. This is different to the finding of this study that indicates that autonomy has a relationship with life satisfaction, however; the negative correlation suggests that an increase in autonomy is associated with decreased life satisfaction. The current study's findings suggest that perhaps life satisfaction is not a facet of subjective well-being, but rather a separate construct that may be influenced completely differently by various work characteristics.

Pearson Product Moment Coefficients also investigated the second hypothesis, which was that job demands could predict decreased subjective well-being and satisfaction with life. Job demands refer to those physical, social or organisational functions that demand psychological and physical application (Demerouti et al., 2001). Overload refers to a high workload and confrontation. Job insecurity comprises of the degree of uncertainty experienced with regards to working. The job demand of overload was negatively correlated with subjective well-being and its components of psychological well-being, physical health and well-being and relationships. However, the job demands of overload and job insecurity were both positively

correlated with satisfaction with life. To establish if job demands predicted subjective well-being and satisfaction with life, a standardised regression analysis was administered on the data. The results showed that overload and job insecurity predicted subjective well-being and satisfaction with life. In particular job demands and resources accounted for 25% of the variation in subjective well-being and 20% of the variation in satisfaction with life. Hence, subjective well-being was negatively related to, as well as predicted by, job demands, while satisfaction with life was positively correlated with, and predicted by job demands.

Job demands have been associated with exhaustion and burnout. Furthermore, occupational stress and exhaustion related to job demands has been associated with poor physical and psychological health (Jackson et al., 2006). This study also found that overload was correlated with burnout, which was in turn related to poor physical and psychological health. As pointed out by Maslach, Schaufeli and Leiter (2001), a major component of burnout is emotional exhaustion which has been seen as an important gauge of subjective well-being, specifically psychological well-being. A study by Shantz, Arevshatian, Alfes and Bailey (2016) found that work overload was correlated with emotional exhaustion and decreased employee well-being. Thus, there is support for the finding of this study that high overload predicts lower subjective well-being. This study did not find job insecurity to be related to subjective well-being. Öztürk, Karagonlar, and Emirza (2017) found that job insecurity is related to decreased psychological well-being only in those individuals who place importance on safety and security. This may mean that teachers in this particular study did not place very high value on safety and security, which could explain why job insecurity did not have a significant relation to their subjective well-being. Therefore the current study highlights that overload does, in fact, have a negative impact on subjective well-being in teachers.

The current study found that life satisfaction was positively correlated with job demands, and that job demands hold predictive value for satisfaction with life. Day and Jreige (2002) found that life satisfaction was decreased in the presence of work overload, which is the opposite of what was found in this study. Similarly, another study (Reinardy, 2009) found that overload was significantly related to job dissatisfaction. Griep (2016) found that life satisfaction was higher in individuals who experienced high levels of job security, while it was lower in individuals who experience low levels of job insecurity. Thus, the findings of this study appear to be out of line with what other studies have found. As aforementioned, life satisfaction has often been used to measure subjective well-being, and thus most literature indicates similar findings to this study with regards to subjective well-being. This study emphasises that life satisfaction is increased with increased work demands, which a different finding to the existing literature.

Independent T-tests were conducted to investigate the third and fourth hypotheses. The third hypothesis was that teachers in public schools would have more job demands and less resources than teachers in independent schools. The results indicate that teachers in public schools experience more job demands, namely; higher levels of overload and job insecurity while teachers in independent schools do not seem to have any more resources than teachers in public schools. Other studies have also found that public schools experience more job demands. Teachers in public schools have been found to be exposed to high workload and more administration than independent schools, which results in less time for teaching students (Honingh & Oort, 2009). Naicker (2014) found that teachers in South Africa have to deal with language barriers, poor parental support and cultural differences. This is seen particularly in suburban public schools, as used in this study, due to the migration of students from rural public schools to suburban public schools. While these changes in the school system have been taking

place, no changes have been made to teacher supply and utilisation. Furthermore, public schools often have large classes, which puts more students under one teacher. This indicates that teachers in publicly funded schools have a high workload, which explains why they have the potential for experiencing more overload than teachers in independent schools. Teachers in public schools have also been found to have less resources than those in independent schools. Lastly, teachers in public schools have had to withstand multiple government policy changes, which decreases job security (Hofmeyr, 2000). Public schools have grown a reputation for being dysfunctional, which may also impact on the teachers' ability to perform. In contrast to this, teachers in independent schools are mostly excluded from government policy changes which provides increased job security. Teachers in independent schools also have smaller classes, more resources for holistic teaching and more administrative support, which allows for more teaching time and less risk for overload (Hofmeyr, 2000). These findings provide support for the results of this study that overload and job insecurity are higher in public than independent schools.

The fourth hypothesis was that teachers in independent schools would experience more subjective well-being and satisfaction with life than teachers in public schools. The results showed that teachers in public and independent schools experience similar levels of subjective well-being, however; teachers in public schools experienced more satisfaction with life than teachers in independent schools. The literature suggests that public and independent schools are becoming more in line with each other (Hofmeyr, 2000). Some independent schools receive state subsidies, which puts them under the changing government policy. At the same time, public schools are allowed to ask for fees which has resulted in public schools hiring teachers privately. Thus, some public and independent schools may be sitting on similar levels of wealth and this could explain why teachers in public and independent schools experience similar levels

of subjective well-being and satisfaction with life. However, the significant difference between job demands at public and independent schools suggests otherwise. Similar levels of subjective well-being and satisfaction with life, despite public schools experiencing more demands than independent schools, could be explained the JD-R Model. A discussion on the theoretical framework follows.

The theoretical framework used by the current study is the Job Demands-Resources (JD-R) Model (Demerouti et al., 2001), as well as its addition, the Dual Process Model (Schaufeli & Bakker, 2004). The JD-R Model separates conditions in the workplace into job demands and job resources. High demands with few resources are seen to lead to emotional exhaustion and burnout. Subsequently, it has been found that exhaustion and a lack of engagement is related to decreased subjective well-being (Jackson & Rothmann, 2005). The Dual Process Model added that an optimal balance in job demands as well as job resources can give rise to engagement. Employees who experience engagement, which is defined as dedication, absorption and vigour (Jun-Cheng et al., 2015), have been seen to experience more positive affect and subjective well-being (Matthews et al., 2014). The Dual Process Model suggests energetic and motivational processes with relation to job demands and resources (Schaufeli and Bakker, 2004). The energetic process is thought to be associated with negative outcomes like physical and psychological poor health. The motivational process is thought to be associated with positive outcomes like organisational commitment and physical and psychological well-being. Additionally, a link is seen between the two processes in which job resources offset the negative outcomes of job demands and allow for positive outcomes. Teachers in South Africa have been seen to display large amounts of burnout due to high demands, such as working within a time limit, attending to multiple tasks at once, having too much work to do and facing emotional upsets. They have also been seen to lack resources such

as room for advancement and lack of control with regards to decision making, or autonomy (Jackson & Rothmann, 2005).

The results of this study can be explained in relation to this model. It was seen that overload had a negative effect on subjective well-being. Thus, the energetic process of the Dual Process Model (Schaufeli & Bakker, 2004), which proposes that an overload of job demands will lead to decreased engagement and subjective well-being, is supported by the findings of the current study. This study found that while overload was correlated with subjective well-being, job insecurity was not. Overload has consistently been correlated with burnout, which is a form of ill health that reflects a state of emotional exhaustion (Maslach, Schaufeli & Leiter, 2001). Teachers are often exposed to an overload of both physical and emotional demands (Jackson & Rothmann, 2005). While it is clear that overload is related to burnout it has also been associated with decreased work engagement (Matthews et al., 2014). This study points out that subjective well-being is negatively affected by overload. Teachers that participated in this study would thus experience a decrease in areas such as sleep quality, physical health, friendships and exercise and leisure, and a possible increase in feelings of depression or anxiety. This would occur in the context of work overload. Thus, it is postulated that the emotional exhaustion brought about by the challenges teachers are faced with, such as difficult children, conflict at work and a high number of students, has a negative impact on their physical, psychological and social well-being. Therefore, without looking at any mediating factor such as work engagement, this study shows that teachers would experience less well-being in their personal life and not just in the workplace, which could in turn affect not only their performance at work but also their performance in various other roles that take place in a personal context. Therefore, burnout is not just a work-related concept.

Studies have found that while some employees experience emotional exhaustion and decreased subjective well-being when confronted with an overload of work demands, other employees seem to benefit or experience an increase in subjective well-being when faced with overload (Demerouti et al., 2001). The JD-R Model explains this by suggesting that even in the face of work overload, if individuals have enough job resources to cope with the high demand, they may experience work engagement. The current study has found that job resources are positively correlated with subjective well-being. This provides support for the motivational process within the Dual Process Model of JD-R, which proposes that job resources are correlated with positive outcomes like the offset of job demands and engagement. Thus, the teachers that participated in this particular study found an increase in subjective well-being when they were provided with increased resources. Conversely to the reaction with job demands, teachers may experience increased quality of sleep, physical health, friendships and exercise and leisure with decreased feelings of anxiety and depression. When teachers are provided with organisational support, such as being able to rely on colleagues for assistance and support, having sufficient information about expectations and decision making at work, as well as support and respect from a direct supervisor, they experienced increased well-being. Having said this, teachers also experience increased subjective well-being when they were allowed autonomy at work. This included things like being included in decisions made at work, being able to plan their own work activities and having the freedom to carry them out. Thus, teachers want to feel supported while also being allowed the freedom to make work related decisions. Additionally, teachers value being able to progress within the school. Therefore, they want to feel as though there is a possibility that they could be promoted and progress financially. They would also like to receive further training, and feel as though they are making strides in their work. Therefore teachers would like to be able to fulfil their potential, while acting independently within a supported environment. When these job resources are provided, teachers may better utilise their

personal resources in order to be fully engaged in their work. This may bring about feelings of subjective well-being, which might have benefits for the teachers on a personal and professional level. Teachers who display vigour and dedication in their work would also be more likely to have a positive influence on their students' performance which in turn has benefits in schools as well as government, who spend large amounts of money on education each year.

Therefore, it can be seen in this study that job demands are associated with decreased subjective well-being, while job resources are related to increased subjective well-being. This can be explained by the process of engagement, as proposed by the JD-R Model. Job demands are associated with decreases in work engagement, increased emotional exhaustion and decreased physical, psychological and social well-being, which together make up subjective well-being. On the contrary, job resources, such as advancement, organisational support and autonomy foster dedication, absorption and vigour, which constitute engagement. This process triggers an intrinsic motivation, as proposed by the motivational process of the Dual Process Model, and this allows for dedication to work without the burden of emotional exhaustion. This has a positive impact on psychological well-being, physical health and well-being, relationships and overall subjective well-being.

The findings of the current study have shown that public schools experience more job demands than independent schools, however the two different school types experience similar amounts of subjective well-being. This could be elucidated by the JD-R Model. As has been discussed, individuals who experience high levels of overload can avoid emotional exhaustion due to engagement. Following this principle, it would be assumed that teachers in public schools in

this study experienced a higher level of engagement. The JD-R Dual Process Model suggests that engagement is determined by a balance between job demands and resources.

Public schools in this study were seen to have higher degrees of overload than teachers in independent schools, while it seems that resources appear to be the same, yet teachers in public schools are experiencing the same levels of well-being as independent schools. If this is explained by engagement, it could be hypothesised that teachers in public schools are striking the balance between job demands and resources in order to foster this engagement. This would mean that, contrary to what the literature has suggested, public schools are offering their teachers enough resources to cope with overload. The problem with this assumption is that this study has not identified if its participants are experiencing high levels or low levels of well-being. Thus, if the overall well-being of the participants in this study is low then teachers in public schools could still be experiencing burnout. However, the finding still remains that teachers in public schools are managing the overload at work well enough to maintain the same levels of subjective well-being as their counterparts employed in independent institutions. Furthermore, the results of the study show that teachers in public schools experienced more satisfaction with life than teachers in independent schools. This, once again, suggests that teachers in public schools are experiencing higher levels of engagement. This is despite having no more resources and a higher level of overload. Higher life satisfaction, as well as the same levels of subjective well-being despite higher levels of overload, in public schools could be explained by meaning.

Engagement and subjective well-being are often positively correlated with meaning (Vogt et al., 2016; Miraglia & Johns, 2016). Janik and Rothmann (2016) found that teachers have an

especially emotionally demanding job, therefore they need more emotional resources and a strong meaning and purpose. Psychological meaningfulness is considered fundamental in work engagement and commitment, as well as personal growth. Thus, it is possible that teachers in public schools experience more meaning in their job than their peers in independent schools. A higher level of challenge due to the high workload may foster a stronger sense of purpose and accomplishment than teachers in independent schools, which could be related to increased satisfaction with life. Additionally, this difference may also be explained by the type of person that is employed at a public or independent school. Similar levels of subjective well-being and higher levels of satisfaction with life, despite more overload suggests a possible resilience in teachers in public schools. This may be due to an elevated reliance on personal resources. Personal resources often include optimism, conscientiousness, self-efficacy and self-esteem which have a positive impact on achieving work goals, countering job demands, preventing self-pity and cultivating resilience (Miraglia & Johns, 2016). Thus, perhaps teachers who stay employed at public schools are more resilient due to personal resources and not just job resources.

Based on the literature, it would be expected that life satisfaction be positively influenced by job resources and negatively influenced by job demands. However, this study has found the opposite; job demands are positively correlated with satisfaction with life, while job resources are negatively correlated with satisfaction with life. This appears out of line with the aforementioned JD-R and Dual Process Models; however it is possible that this is also explained by engagement.

The JD-R Model does not predict any association between job demands and work engagement. However, some studies have found that certain job demands have been related to increased engagement, while other job demands were related to decreased engagement (Inoue et al., 2014). Thus, some studies have divided job demands into two categories; challenge demands and hindrance demands (Podsakoff, LePine & LePine, 2007). This is in order to separate people's perceptions of whether their job demands are contributing to their growth and personal accomplishment or hindering it. Thus, challenge demands are job demands that, although possibly stressful, may have benefits for the individual, e.g.: time pressures and high workload. Hindrance demands refer to job demands which possibly hamper an individual's work accomplishment, e.g.: role ambiguity and conflict. Findings suggest that challenge demands show a positive correlation with work engagement (Podsakoff et al., 2007), while hindrance demands and work engagement are negatively correlated (Inoue et al., 2014). Overcoming challenges might be related to an increase in self-esteem and enhanced feelings of self-respect and importance, which could in turn improve life satisfaction. This study showed that teachers in public schools experienced more overload and also more satisfaction with life than independent schools. In looking at the aforementioned studies, it is possible that teachers in public schools are experiencing challenge demands which contribute to feelings of growth and personal accomplishment.

Therefore, teachers who participated in this study may find a sense of accomplishment at overcoming the obstacles that are associated with teaching in a public school, which helps them to feel more satisfied with their life. This is opposed to teachers in independent schools who, as shown in this study, do not experience as much overload. Thus, they may not perceive their job to be extremely challenging, which results in lower feelings of accomplishment and satisfaction with life. Perhaps it is such that challenges at work make one's life significant and allow one to feel as though they are attaining a sense of purpose. Job demands may negatively

affect subjective well-being because stress has been seen to have negative physical, psychological and social effects (Jackson et al., 2006), however, if meaning is found, high job demands may lead to a sense of personal accomplishment and satisfaction with life.

Furthermore, it has been found that organisational support helped to buffer challenge demands while it was not related to hindrance demands (Inoue et al., 2014). Therefore, it could also be that teachers in public schools are exposed to different resources than teachers in independent schools, thus having differing effects on how teachers feel about their job demands and satisfaction with life.

An interesting finding that lies outside of the hypotheses of the current study is that subjective well-being is negatively correlated with satisfaction with life. This is despite Diener's (1984) formulation that satisfaction with life, along with positive and negative affect, construct subjective well-being. A study by The New Economic Foundation (2006) showed that life satisfaction in South Africa is poor in comparison to other countries. Political systems and the quality of governance are often seen to significantly predict life satisfaction. Thus, it would be anticipated that countries experiencing political unrest would experience higher levels of life dissatisfaction. South Africa has shown much political unrest, misrule and corruption (Evans, 2011). Therefore it is possible that this political unrest is related to lower levels of satisfaction with life in teachers in South African schools, despite well-being. Additionally, in most countries the remuneration of teachers is low (Heidmets & Liik, 2014) which may have a negative impact on satisfaction with life. Alternatively, individuals may feel an overall satisfaction with their life but, due to work and family pressure, they experience stress that impacts negatively on their physical, psychological and social well-being (Jackson et al., 2006).

Therefore, although individuals may feel that their life is significant and they are reaching for an overarching purpose, they may also be feeling physically or psychologically unwell at that point in time. Consequently, it is possible that subjective well-being and satisfaction with life be negatively correlated, however, this could be an area of further research.

5.3   Summary

This chapter aimed to report and discuss the results according to each hypothesis of the current study, whilst acknowledging and regarding existing research on the topic. Similarities as well as differences in the current study and previous research studies were highlighted. Furthermore, each hypothesis was discussed with regards to the theoretical framework, which was the JD-R, Dual Process Model. This model was used in order to better understand, and comprehensively utilise, the results of the current study.

The first hypothesis to guide the present study was that job resources could predict increased subjective well-being and satisfaction with life in South African school teachers. The results indicate that job resources were positively correlated with subjective well-being. The positive correlation between subjective well-being and job resources was explained by the Dual Process Model, which postulates that a motivational process results in engagement and this is related to positive outcomes such as psychological and physical health. Therefore results of the current study reinforce the above mentioned relationship, thereby reinforcing results found in previous studies. Interestingly, the results showed that satisfaction with life was negatively correlated with job resources. This appears to be out of line with the theoretical framework of this study, however, some studies have shown that certain job resources cannot offset certain demands

and thus, satisfaction with life may be impacted. Additionally, having job resources may not facilitate meaning in life. This is further discussed in relation to job demands.

The second hypothesis was that job demands could predict decreased subjective well-being and satisfaction with life. The results show that job demands are negatively related to subjective well-being. The findings were consistent with other studies and explained by the JD-R Model. Studies have shown that stress and burnout related to job demands is associated with poor physical and psychological health, which explains a decrease in subjective well-being. Once again, life satisfaction proved an interesting finding. Job demands were positively correlated with satisfaction with life. Some studies have included meaning and purpose into the JD-R Dual Process Model. The splitting of job demands to challenge demands and hindrance demands, shows that some job demands are perceived as negative while others are seen as positive with regard to growth and personal accomplishment. Meaning in life is strongly correlated with both work engagement as well as subjective well-being. Findings of the current study alongside other literature deduce that an increase in job demands may contribute to meaning in life, which is based on feeling that one's life is understandable, significant and driven toward an overarching purpose.

The third hypothesis of the study was that teachers in public schools would have more job demands and less resources than teachers in independent schools. The results showed that while teachers in public schools do experience more overload than independent schools, the resources for both types of schools were similar. The finding that overload was more prevalent in public schools was not surprising, based on the existing literature regarding the South African school context. However, the finding that job resources were similar was not predicted and some

literature has even suggested that public and independent schools are becoming more similar and some government schools are making use of private funding.

The fourth and final hypothesis was that teachers in independent schools would experience more subjective well-being and satisfaction with life than teachers in public schools. The results showed that teachers in public and independent schools experience similar levels of subjective well-being. This was explained by the JD-R Dual Process Model, postulating that teachers in public schools experienced more work engagement which is why, despite increased demand, they experienced similar levels of subjective well-being. Results also indicated that teachers in public schools experienced more satisfaction with life than teachers in independent schools. This was explained by purpose and meaning in life, which has been seen to be positively associated with both work engagement and satisfaction with life Thus, through study of the literature, as well as the results of this study, it is suggested that perhaps teachers in public schools experience stronger meaning and purpose in life, which facilitates increased life satisfaction.

Chapter 6: Conclusions, Limitations and Recommendations

6.1   Introduction

This section aims to discuss conclusions that have been made from the existing literature along with the results of the current study. The limitations of this study will be presented. Lastly, recommendations for future studies based on the results of the current study will be discussed.

6.2   Conclusions

6.2.1 Conclusions drawn from the existing literature. Review of the existing literature led to the following conceptualisations of subjective well-being, work engagement, job demands and job resources.

6.2.1.1 Subjective Well-Being. This research study looked at subjective well-being as a personal assessment of one's positive and negative emotions, as well as how satisfied a person is with their life (Diener, 1984). This represents a hedonic view of happiness as opposed to eudaimonic happiness due to the increased reliability of its measurement (Ryff & Singer, 2008). Literature suggests that subjective well-being consists of psychological, social and emotional well-being (Keyes, 2002). Psychological well-being is made up of personal growth, positive relationships, self-acceptance, purpose, autonomy and environmental mastery. Social well-being is made up of social acceptance, coherence, integration, contribution and actualisation. Lastly, emotional well-being is defined by the presence or absence of positive feelings or emotions (Keyes, 2002).

6.2.1.2 Work Engagement. The current study defined work engagement as a positive, work-related state of mind, that is constituted by absorption, commitment and vigour (Jun-

Cheng et al., 2015). The literature found that vigour refers to high energy levels in the workplace, dedication refers to high levels of meaning in the work performed and, lastly, absorption describes absolute concentration and happiness within the work environment (Moura et al., 2014). Engagement is associated with multiple positive effects. Most importantly, for the purpose of this study, engagement has been associated with heightened positive emotions and increased subjective well-being (Matthews et al., 2014).

6.2.1.3 Job Demands. Job demands are the physical, social or organisational functions that demand physical and psychological application (Demerouti et al., 2001). Individual health and well-being is impacted on by the physical and psychological demands associated with work (Demerouti et al., 2001). Job demands are often linked to burnout, stress and decreased work engagement (Jackson et al., 2006). Teachers in South African schools face high physical and emotional demands, which is related to high levels of stress and physical and psychological ill health (Jackson & Rothmann, 2005).

6.2.2.4 Job Resources. Job resources are the physical, social and organisational functions that offset demands, assist in attaining occupational goals and encourage personal development (Demerouti et al., 2001). Literature shows that job resources are predictive of work engagement (Schaufeli & Bakker, 2004). Organisational support, including colleagues and supervisors, as well as autonomy and the opportunity for growth and advancement, have all been seen to be associated with increased work engagement (Jackson et al., 2006).

6.2.2) Conclusions drawn from the statistical results of the study. The results found in this study are discussed according to the factor analysis, reliability and hypotheses of the study.

6.2.2.1 Factor structure of the measuring instruments. Exploratory factor analysis was administered on both the JDRS and the SWBS. However, factor analysis was not necessary for the SWLS due to the fact that, with only five items, it is a unidimensional scale.

Factor analysis on the JDRS identified five factors that included two job demands and three job resources. The job demands were defined as Job Insecurity and Overload, and the job resources were defined as organisational support, autonomy and advancement. While other South African studies have also found five factors (Rothmann & Rothmann Jr, 2010; De Braine & Roodt, 2011) that included overload, job insecurity, organisational support and advancement; the last factor of autonomy was named by the researcher.

Lastly, for the SWBS three factors were indicated. These were named psychological well-being, physical health and well-being and relationships. These three factors were also found by Pontin et al. (2013) and, therefore, all three factors were kept for this study.

6.2.2.2 Reliability of the measuring instruments. All of the measures used in this study, namely; the JDRS, the SWBS and the SWLS, as well as their sub constructs, showed good internal consistency. Therefore, all of the measuring instruments were considered reliable and acceptable.

6.2.2.3 To establish whether job resources can predict subjective well-being and satisfaction with life. Results of the Pearson correlations showed that job resources were positively correlated with subjective well-being and negatively correlated with satisfaction with life. Furthermore, multiple regression analyses were administered on the data and these results indicated that job resources were predictive of subjective well-being and satisfaction with life. Thus, the results suggest that an increase in job resources is related to an increase in subjective well-being while, on the contrary, an increase in job resources would be related to a decrease in satisfaction with life.

6.2.2.4 To establish whether job demands can predict subjective well-being and satisfaction with life. Results of the Pearson correlations indicated that job demands are negatively related to subjective well-being and positively related to satisfaction with life. Regression analyses showed that job resources are predictive of both subjective well-being and satisfaction with life. Therefore, these results suggest that increased job demands is related to decreased subjective well-being and an increase in satisfaction with life.

6.2.2.5 To determine whether teachers in public schools would have more job demands and less resources than teachers in independent schools. T-tests were conducted in order to make a comparison between public and independent schools. Results showed that teachers in public schools experience higher demands, both job insecurity and overload, than teachers in independent schools. Furthermore, it was indicated that teachers in public and independent schools experience similar amounts of job resources. The finding that public schools had more job demands than teachers in independent schools was in line with previous findings; however it would have been expected that public schools experience less resources as well (Hofmeyr, 2000).

6.2.2.6 To determine whether teachers in independent schools would experience more subjective well-being and satisfaction with life than teachers in public schools. T tests were conducted in order to compare subjective well-being and satisfaction with life in public and independent schools. The results showed that subjective well-being was similar in teachers in public and independent schools. However, satisfaction with life was seen to be higher in public schools than in independent schools. Thus, despite increased demands and similar resources, teachers in public schools experience more satisfaction with life than teachers in independent schools.

6.3   Limitations

All studies have limitations and the current study is no exception. The limitations are as follows:

- The questionnaire used Likert scales to quantitatively analyse data which means that the researcher was unable to qualitatively identify individual feelings and actions based on the human experience that could have been useful in identifying other variables or themes.

- The study followed a cross sectional design. This infers that causality between variables cannot be established. This cross sectional design, in comparison with a longitudinal design, does not provide the data necessary to understand the dynamic, changing components of variables over time.

- Participants volunteered to be part of the study which may have had an impact on both internal and external validity. Participants who volunteer may constitute a particular population, which could impact on the results of the study and the generalisability of those results.

- Furthermore, the use of self-report questionnaires lends itself to the possibility of response bias. Participants may have responded in what they thought was a more socially desirable way. Alternatively, they could have answered in a way in which they thought they would be pleasing the researcher.

- The study looked at suburban public schools and did not gather responses from rural public schools, which may have provided a more accurate reflection of the subjective well-being of teachers in public South African schools.

6.4   Recommendations for Schools

- The results of this study show that job resources such as organisational support, autonomy and advancement are positively related to subjective well-being. Thus, it is important for organisations to encourage warm, supportive relationships between teachers and their supervisors, as well as their colleagues in order to offset the physical and emotional demands associated with teaching. Additionally, providing teachers with a sense of control and autonomy, which means allowing them to make decisions within their work, would be beneficial to their feelings of well-being. Lastly, providing teachers with the opportunity to learn and grow as much as possible could have a positive influence on their subjective well-being.

- The results of the study show that teachers with higher demands manage to maintain a higher sense of satisfaction with life. This is thought to be attributed to meaning and purpose. Thus, teachers should be encouraged to craft their work in a way that they perceive it to be meaningful and purposeful.

- Additionally, interventions could be put into place in order to raise awareness about job demands and resources, the negative effects of stress and burnout and the positive effects of work engagement. As teachers become more aware, they might be better able to make use of job resources, or make an effort to decrease job demands where possible.

- Lastly, teachers should be encouraged to build up their personal resources which have a positive influence on subjective well-being as well as work engagement. This may explain similar levels of subjective well-being in individuals who have more demands and similar resources. Perhaps with increased awareness, teachers would practice more self-care and build up both personal and job resources.

6.5   Recommendations for Future Studies

- Further studies could implement a longitudinal design, rather than a cross-sectional design, in which participants fill out the questionnaire multiple times to understand the direction and degree of change in participants.

- The current study was quantitative in design. Future research could employ qualitative methods in order to identify the actions and feelings of the participants according to their human, individual experience. This may lead to increased insight into how participants perceive their well-being and to what extent job demands and resources influence that.

- Future research could include a comparison of rural public schools and suburban public schools in order to better understand the job resources and the job demands of teachers in public South African schools as well as how this impacts on the subjective well-being of teachers.

- Future studies could investigate the negative correlation between subjective well-being and satisfaction with life. This would include determining whether satisfaction with life can accurately be used as a measure of subjective well-being or whether it is a separate construct, which would challenge the tripartite model of subjective well-being.

- Lastly, future studies could investigate the mediating factors between job resources, job demands and subjective well-being. This could include to what extent work engagement, personal resources or meaning have an impact on subjective well-being and satisfaction with life despite high job demands.

6.6 Summary

This chapter concluded the current research study by reporting on the conclusions drawn from existing literature, as well as the conclusions drawn from the empirical findings of this study. This study, like all other studies, had limitations and these were presented. Lastly, recommendations for teaching organisations were listed, followed by the recommendations for future research.

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Appendix 1: Demographic Questionnaire

__Section 1__	__Biographical Data Sheet__

INSTRUCTIONS:

Please answer the following questions by marking the appropriate boxes.

1. Gender

Male ☐   Female ☐

2. Age Group

24 years and younger ☐   25-35 years ☐

36-45 years ☐   46-55 years ☐

56 years and older ☐

3. Marital Status

Single ☐   Divorced ☐

Widowed ☐   Married ☐

Living with a Spouse ☐

4. Years working within this school

Less than 5 years ☐   6-10 years ☐

11-20 years ☐   More than 20 years ☐

5. Highest qualifications obtained

Matric Certificate ☐   Diploma ☐

Degree ☐   Postgraduate Degree ☐

Appendix 2: The Job Demands-Resources Scale (JDRS)

INSTRUCTIONS: Please rate the extent to which you agree with the following statements by circling the number on the 1 to 4 point scale supplied.

		Never	Sometimes	Mostly	Always
1.	Do you have too much work to do?	1	2	3	4
2.	Do you work under time pressure?	1	2	3	4
3.	Do you have to be attentive to many things at the same time?	1	2	3	4
4.	Do you have to give continuous attention to your work?	1	2	3	4
5.	Do you have to remember many things in your work?	1	2	3	4
6.	Are you confronted with things in your work that affect you personally?	1	2	3	4
7.	Do you have contact with difficult people in your work?	1	2	3	4
8.	Does your work put you in emotionally upsetting situations?	1	2	3	4
9.	Do you have enough variety in your work?	1	2	3	4
10.	Does your job offer you opportunities for personal growth and development?	1	2	3	4
11.	Does your work give you the feeling that you can achieve something?	1	2	3	4
12.	Does your job offer you the possibility of independent thought and action?	1	2	3	4
13.	Do you have freedom in carrying out your work activities?	1	2	3	4
14.	Do you have influence in the planning of your work activities?	1	2	3	4
15.	Can you participate in the decision about when a piece of work must be completed?	1	2	3	4
16.	Can you count on your colleagues when you come across difficulties in your work?	1	2	3	4
17.	If necessary can you ask your colleagues for help?	1	2	3	4
18.	Do you get on well with your colleagues?	1	2	3	4
19.	Can you count on your supervisor when you come across difficulties in your work?	1	2	3	4
20.	Do you get on well with your supervisor?	1	2	3	4
21.	In your work, do you feel appreciated by your supervisor?	1	2	3	4
22.	Do you know exactly what other people expect of you in your work?	1	2	3	4
23.	Do you know exactly for what you are responsible?	1	2	3	4
24.	Do you know exactly what your direct supervisor thinks of your performance?	1	2	3	4
25.	Do you receive sufficient information on the purpose of your work?	1	2	3	4
26.	Do you receive sufficient information of the results of your work?	1	2	3	4
27.	Does your direct supervisor inform you about important issues within your department/organisation?	1	2	3	4
28.	Are you kept adequately up-to-date about important issues within your organisation?	1	2	3	4
29.	Is the decision-making process in your organisation clear to you?	1	2	3	4
30.	Is it clear to you whom you should address within the organisation for specific problems?	1	2	3	4

31.	Can you discuss work problems with your direct supervisor?	1	2	3	4
32.	Can you participate in decisions about the nature of your work?	1	2	3	4
33.	Do you have a direct influence on your organisations decisions?	1	2	3	4
34.	Do you need to be more secure that you will still be working in one year's time?	1	2	3	4
35.	Do you need to be more secure that you will keep your current job in the next year?	1	2	3	4
36.	Do you need to be more secure that next year you will keep the same function level as currently?	1	2	3	4
37.	Do you think that your organisation pays good salaries?	1	2	3	4
38.	Can you live comfortably on your pay?	1	2	3	4
39.	Do you think you are paid enough for the work you do?	1	2	3	4
40.	Does your job offer you the possibility to progress financially?	1	2	3	4
41.	Does your organisation give you opportunities to follow training courses?	1	2	3	4
42.	Does your job give you the opportunity to be promoted?	1	2	3	4

Appendix 3: Satisfaction with Life Scale (SWLS)

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

1 = Strongly Agree; 2 = Agree; 3 = Agree Somewhat; 4 = Undecided;

5 = Disagree Somewhat; 6 = Disagree and 7 = Strongly Disagree.

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

Appendix 4: Subjective Well-Being Scale

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

1 = Not at all; 2 = A little; 3 = Moderately; 4 = Very much; 5 = Extremely

		Not at all	A little	Moderately	Very much	Extremely
1.	Are you happy with your physical health?	1	2	3	4	5
2.	Are you happy with the quality of your sleep?	1	2	3	4	5
3.	Are you happy with your ability to perform daily living activities?	1	2	3	4	5
4.	Do you feel depressed or anxious?	1	2	3	4	5
5.	Do you feel able to enjoy life?	1	2	3	4	5
6.	Do you feel you have a purpose in life?	1	2	3	4	5
7.	Do you feel optimistic about the future?	1	2	3	4	5
8.	Do you feel in control of your life?	1	2	3	4	5
9.	Do you feel happy with yourself as a person?	1	2	3	4	5
10.	Are you happy with your looks and appearance?	1	2	3	4	5
11.	Do you feel able to live your life the way you want?	1	2	3	4	5
12.	Are you confident in your own opinions and beliefs?	1	2	3	4	5
13.	Do you feel able to do the things you choose to do?	1	2	3	4	5
14.	Do you feel able to grow and develop as a person?	1	2	3	4	5
15.	Are you happy with yourself and your achievements?	1	2	3	4	5
16.	Are you happy with your personal and family life?	1	2	3	4	5
17.	Are you happy with your friendships and personal relationships?	1	2	3	4	5
18.	Are you comfortable about way you relate and connect with others?	1	2	3	4	5
19.	Are you happy with your sex life?	1	2	3	4	5
20.	Are you able to ask someone for help with a problem?	1	2	3	4	5
21.	Are you happy that you have enough money to meet your needs?	1	2	3	4	5
22.	Are you happy with your opportunity for exercise/leisure?	1	2	3	4	5
23.	Are you happy with access to health services?	1	2	3	4	5
24.	Are you happy with your ability to work?	1	2	3	4	5

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma	Tel: 033 392 1004	Ref.:2/4/8/822

Ms L Beukes
3 Evans Road
Glenwood
4001

Dear Ms Beukes

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"SUBJECTIVE WELL-BEING IN TEACHERS: A SOUTH AFRICAN STUDY",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions   where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15 June 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMlazi District

Adv. MB Masuku
Acting Head of Department: Education
Date: 21 June 2016

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Appendix 6

20 October 2016

Ms Lauren Beukes 216072306
School of Applied Human Sciences – Psychology
Howard College Campus

Dear Ms Beukes

Protocol reference number: HSS/1324/016M
Project title: Subjective Well-being in Teachers: A study of selected schools in KwaZulu-Natal.

Full Approval – Committee Reviewed Protocol
With regards to your response to received 19 October 2016 to our letter of 10 October 2016, the Humanities & Social Sciences Research Ethics Committee has considered the above mentioned application and the protocol has been granted Full Approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation.   Please quote the above reference number for all queries relating to this study. 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.

Best wishes for the successful completion of your research protocol.

Yours faithfully

....
Dr Shamila Naidoo (Deputy Chair)

/px

cc Supervisor: Dr Shanya Reuben & Professor Johanna Buitendach
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
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Appendix 7: Informed Consent Letter – Participant

Dear Participant

PARTICIPATION IN A RESEARCH PROJECT: Subjective Well-Being in Teachers: A study of selected schools in KwaZulu-Natal

My name is Lauren Beukes. I am a student registered for the Master of Social Science in Counselling Psychology in the discipline of Psychology, School of Psychology, Howard Campus, University of KwaZulu-Natal in Durban. My supervisors are Dr. Shanya Reuben and Prof. Johanna Hendrina Buitendach in the Discipline of Psychology, School of Applied Human Sciences, at the University of KwaZulu-Natal.

You are invited to consider participating in the study on subjective well-being in teachers. This research study is part of the requirements for my degree mentioned above.

The aim and purpose of this research is to develop an understanding of subjective well-being in South African teachers based on job resources and job demands. Your input in this study is valuable as it is intended to provide information regarding your experience as a South African teacher.

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

Please note the following:

- The information provided will be treated confidentially and will be anonymous as no name or information can be linked to you personally.
- Reporting of research information will only be done at a group level.
- You have a choice to participate, not participate or stop participating in the research. There will be no negative consequences should you decide not to participate in the study.
- Data will be stored in secure storage in the Discipline of Psychology and destroyed after 5 years.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.

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

If you are willing to participate please indicate so by signing the section below. You may keep this letter for your information.

Lauren Beukes

Contact Details of Researcher

Telephone: 072 155 9327

Email: laurenbks3@gmail.com

Contact details of Supervisors

Dr. Reuben
        Telephone: 031 206 2861
        Email: reuben@ukzn.ac.za

Prof. Buitendach
        Telephone: 031 260 2407
        Email: buitendach@ukzn.ac.za

University of KwaZulu-Natal Ethics

You may also contact the Research Office through:
Mr P. Mohun
HSSREC Research Office
        Telephone: 031 260 4557
        Email: mohunp@ukzn.ac.za

✂ ---

PARTICIPANT DECLARATION

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

I understand that:

- Information I provide will be confidential and anonymous.
- Participation in the study is voluntary.
- I am at liberty to withdraw from the project at any time, should I so desire.

_____   _____
Signature of respondent   Date

_____   _____
Signature of Researcher   Date