



The Relationship Between Wellbeing and Academic Staff

Performance at the University of KwaZulu-Natal

By

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DECLARATIONS

I hereby, Xolile Nomzamo Nene declare that this dissertation is my own work and all sources have been accurately reported and acknowledged, and that this document in its entirety or in part has not been submitted to any university in order to obtain an academic qualification.

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Date

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ABSTRACT

This study intend to explore the correlation among wellbeing and academic staff performance in the University of KwaZulu-Natal. Universities are faced with the responsibility of formulating new knowledge or adding to the body of knowledge through publication of research work. Academic staff have three fundamental roles they are expected to perform and these are teaching, conducting research, offering administration support and community development service.

Academic performance at the university is evaluated by looking at the extent to which the institution was able to achieve its academic goal based on these fundamental roles performed by academic staff (Bakker & Derks, 2010). The wellbeing of academic staff at universities has been threatened by high levels of stress and burnout due to their demanding occupation. However, there is an attraction of others to join the profession due to its advantages such as having autonomy with academic work, high level of flexibility at work, overseas trip to study and the ability to learn from others by attending conferences (Barkhuizen & Rothmann, 2008).

Researchers such as Barkhuizen and Rothman (2008) has found that high level of stress and burnout is common among academic staff and this could be as a result of working under pressure. Stress and burnout can trigger other health problems such as an increase in smoking, alcohol abuse, drug abuse and other physical health issues such as heart diseases and psychological problems (Barkhuizen & Rothmann, 2008).

The wellbeing and performance of academic staff is the subject that has been looked at by various scholars. The researcher has discovered that numerous of these studies have been conducted in western universities, therefore, this study addressed this gap based on the cultural context these wellbeing studies were conducted. The researcher identified that there is a lack of research that tends to look at wellbeing and performance among academic staff in South African universities. This study examined five objectives, and these are; the influence of physical, mental, psychological and social wellbeing on academic staff performance. It also looked at the effectiveness of wellbeing programs in promoting academic staff performance as the last objective.

The mixed method approach was considered as the suitable research method to be applied in this research. The mixed method approach is the combination of both quantitative and qualitative research methodology into one research project. The main reason of mixing quantitative research

and qualitative research in one research project is to gain the unique strength of each methodological approach and apply them in a research project. The University of KwaZulu-Natal has five different campus but the researcher only used two campuses that are more convenient for the data to be collected.

The researcher used the systematic sampling method to select the participants of the research study when collecting the quantitative data. Self-designed research questionnaires were distributed among the participants that were chosen and the researcher used SPSS version 24 to analyse the data. The interpretation of the results were done using both descriptive (i.e. mean, minimum, maximum and standard deviation) and inferential statistics. The results were presented in accordance with the stated objectives, namely: physical needs; mental wellbeing; psychological wellbeing; social wellbeing; wellbeing programmes and employee wellbeing and performance.

The purposive sampling method was the method that was used by the researcher to select participants who will participate in the qualitative study. Interviews were conducted among the participants who were selected to participate in the study and the researcher analysed and interpreted the qualitative data herself.

The researcher was able to have 6 participants to participate in qualitative research. Interviews were conducted by the researcher and the responses were recorded. Respondents that could not be part of the interview were given the research questionnaires to complete at their own convenient time. The researcher also distributed quantitative questionnaires to 250 academic staff in UKZN at Westville and Howard College and only 200 questionnaires were returned.

The overall result of both quantitative and qualitative result indicated a positive state of physical, mental, psychological and social wellbeing among academic staff. The only concern that was stated clearly in both the quantitative and qualitative result is the lack of participation on wellbeing programs by academic staff at the university. The various reasons were stated by the academic staff as to why they do not participate in these wellbeing programs offered by the university and they are discussed in the qualitative study.

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LIST OF ACRONYMS AND ABBREVIATIONS

- UKZN- University of KwaZulu-Natal
- WHO- World Health Organization
- ID- Independent variables
- DV- Dependent variables

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CHAPTER 1: Introduction and overview of the study

1.1 Introduction

Academic staff members performs a fundamental function in attaining the needs of both the university and students. These needs are fulfilled through teaching, conducting research, providing administration support and offering community service. Fulfilling these roles can be demanding and may affect the level of wellbeing and performance in these roles (Dodge, Daly, Huyton & Sanders, 2012). The paper intend to understand the influence of wellbeing on academic staff performance. Dodge et al., (2012) argue that wellbeing is something intangible, therefore, it can be complicated to define and even more difficult to assess. Wellbeing is defined as a good state of physical, mental and psychological health (Dodge et al., 2012).

The historical foundation of this research has been provided including the research problem. The theoretical framework used is the broaden and build theory. This serves as the guidance for the literature review of the study including the formulations of the research objectives. This literature review offers a detailed information about the wellbeing and performance of academic members regarding the impact it has in the university. The methodology section outlines the process of collecting data the researcher applied in the study including the data analysis procedures that was implemented. The shortcomings of this study will be demonstrated. The findings and the discussion about the result of the research will then be presented. Future recommendation were given by the researcher for those scholars who may have an interest in conducting research on a similar topic. Conclusions regarding this topic were made by the end of the chapter.

1.2 Background of the Study

The main focus of universities is based on knowledge formation by conducting research and transferring such information to learners through the process of teaching. The responsibilities of academic staff members is being framed around those academic functions (Houston, Meyer and Paewai (2006) cited in Fredman & Doughney, 2012). University education includes teaching, research and social services activities which include both undergraduate level and postgraduate level (Waziri, Baba and Hamma, 2019).

The University of KwaZulu-Natal is considered as one of the largest teaching and learning higher education institutions in South Africa. The Mabokang (2005) study indicated that South African universities used to draw academic staff from the pool of male professionals according to race and

gender. University of Natal was historically considered as the white institution in South Africa. A shift took place in 2004 when the merger occurred and it was joined with University of Durban-Westville (UKZN, 2015). A new name was given to the institution and it is now called the University of KwaZulu-Natal. University of KwaZulu-Natal has five learning institutions spread in both Pietermaritzburg and Durban and these campuses are called Westville campus, Howard College, Pietermaritzburg campus, Edgewood campus and Medical School (UKZN, 2015).

The researcher decided to choose UKZN as the research site due to its worldwide reputation of academic excellence in teaching and research. This university has been considered as one of the most productive universities in the area of research (UKZN, 2015). UKZN has collaborative teaching and research with other universities across the globe. This institution offers approximately 2000 academic programmes both at the undergraduate and post-graduate level. This university has international partnership with institutions from 46 countries that has opened opportunities for academic global exchange (UKZN, 2015). The global network the university has with other tertiary institution can be considered as one of the cause of high cultural diversity among academic staff at UKZN. This will be beneficial towards the study because it will enable the researcher to receive data from participants who have different cultural background.

Academic performance is evaluated by looking at the extent to which the institution was able to achieve its academic goals. The main goal of tertiary institutions is to ensure that the academic staff members acknowledge their responsibilities in terms of conducting research, teaching and supervising the post-graduate students (Waziri, Baba and Hamma, 2019). The wellbeing of academic staff at tertiary institutions has been threatened by high level of stress and burnout due to their demanding occupation (Bakker & Derks, 2010). Tertiary institutions had undergone major transformation and these have profoundly affected the life of academics (Bakker et al., 2010). Some of these changes include the growth in quantity of undergraduate and post-graduate students. High level of academics turnover has resulted into high-student-staff ratio (Bakker et al., 2010). These major changes has resulted into increase in teaching load, increased pressure to secure research funding, and added administrative responsibilities. High level of stress and burnout has been reported due to occupation stress (Bakker et al., 2010).

The wellbeing problems that has been identified among academic staff is caused by the absence of positive emotion. According to Baranik and Eby (2016) positive emotions reduce the probability

of the individual to experience depression and other health problems. The presence of stress, burnout and other wellbeing problems has been characterised as the lack of positive emotions (Baranik & Eby, 2016).

The cultural context of this study is one of the gap this researcher intends to address. The researcher identified that majority of wellbeing studies among academic staff were conducted in western countries. There is scant research work done in South Africa that is based on wellbeing of academic staff in universities. The purpose of this study is to bring a new perspective concerning the impact of wellbeing on academics performance from a different cultural context. Methodologically, little or no studies have utilised mixed methods in exploring the relationship between wellbeing and academics performance in the South African higher education institutions. This research intend to close the gap by adopting mixed methods in exploring the relationship between wellness programmes and academics performance in the University of KwaZulu-Natal.

1.3 Problem statement

Academic staff wellbeing at universities has been threatened by high level of stress and burnout due to their demanding occupation. However, there is an attraction of others to join the profession due to its advantages such as having autonomy with ones work, high level of flexibility at work, overseas trip to study and the ability to learn from others by attending conferences (Barkhuizen & Rothmann, 2008). The research about academic staff members and their wellbeing has been studied for the past three decades by authors such as (Neame, Kinman (1998) & Bakker, 2010). Hence, more research still need to be conducted by exploring the influence of academic staff wellbeing and their occupational performance at a public university in South Africa.

Barkhuizen and Rothmann (2008) discovered that high level of stress and burnout is common among academics in higher education institutions. Stress and burnout can trigger other illnesses due to increase smoking, alcohol, drug abuse and other physical health issues such as heart diseases and psychological wellbeing (Barkhuizen & Rothmann, 2008). These health issues can result in high level of staff turnovers and absenteeism that might not only affect the performance of the organisation but the intellectual health of the nation. The main aim of this study is to understand the influence of wellbeing on performance of academic staff at UKZN. The researcher intend to study the influence of physical, mental, psychological and social wellbeing on the performance of academic staff at UKZN. The study intend to assess how do these type of wellbeing affect the level

of performance that academic staff are able to display to their academic responsibilities such as, teaching, researching, administration service and community work.

The research is relevant to be conducted because most developing countries spend 15 to 35 percent of their national budgets on education, and poor performance of academics can have a negative outcome on the growth and development of such countries (Oliveira & Farrell (1993) cited in Tan & Decena, 2017). The study also intend to assess the effectiveness of wellness programs implemented in University of KwaZulu-Natal (UKZN). For example, the University of KwaZulu Natal hosted a wellbeing day on the 24 May 2017 across all five campuses. The aim of this day was to promote holistic wellbeing among employees. This study intend to examine the impact of this wellbeing day with regards to improving the wellbeing of academic staff members. This research will benefits all tertiary institutions by suggesting programs that can be applied by institutions to maintain the health state of their academics.

1.4 Research objectives

1. To investigate the influence of physical wellbeing on academic performance at UKZN.
2. To understand the influence of mental wellbeing on academic performance at UKZN.
3. To examine the influence of psychological wellbeing on academic performance at UKZN.
4. To explore the influence of social wellbeing on academic performance at UKZN.
5. To assess the effectiveness of wellbeing programs in promoting academic staff performance.

1.5 Research questions

1. What is the influence of physical wellbeing on academic staff performance at UKZN?
2. What is the influence of mental wellbeing on academic staff performance at UKZN?
3. What is the influence of psychological wellbeing on academic staff performance at UKZN?
4. How does social wellbeing influence academic staff performance at UKZN?
5. How effective are wellbeing programs in promoting academic staff performance?

1.6 Significance of the study

The significance of conducting this study is the fact that the result will be beneficial to all tertiary institutions operating in South Africa. The empirical findings of this research will enable South African universities to make informed decisions about the importance of maintaining wellbeing of academic staff, knowing the value and growth it will bring to the university performance. Such response can have a positive impact on the growth or development of the South African economy. This study is also important since the researcher has identified that the wellbeing programs that were promoted at UKZN only focuses on addressing diseases such as HIV/AIDS and cancer. There has been a progress at UKZN since other elements of wellbeing such as intellectual, social and personal wellbeing had been assessed among employees by the Employees Wellbeing Unit (EWU) (Mguni). New wellbeing programs can be designed to address the wellbeing of academic staff at a physical, psychological, mental and social dimension of wellbeing by looking at the findings of this study.

1.7 Limitations of the study

The first shortcomings of this research is the fact that the questionnaires will be distributed to participants and they will respond to them at their own convenient time, therefore, the researcher will not be able to study their body language by looking at their facial expression when answering certain questions. Such additional information about the body language of the participants can be beneficial when trying to gain a more insight knowledge about the social event been studied. This also limit the scholar to have confidence in their responses whether they answered the questions themselves or gave someone else do it for them. Due to the busy schedules of some academic staff members they may not be available to be part of this study, and that may effect the sample size of the study. The researcher mitigated some of these limitations by informing the academic staff about the research before coming to distribute the questionnaires to ensure that they available themselves to participate in the study. The questionnaires were answered by researchers during office hours to ensure that the participants answer them for themselves, very fewer questionnaires were answered at home by participants.

1.8 Definition of words

- **University-** The dictionary definition of university is that it is considered as a higher learning institution that provides students with the facility of learning. Once the learning

programme has been completed the education institution is authorized to grant them academic degrees (Oxford Dictionary, 2009)

- **Wellbeing-** Wellbeing is being defined by the WHO (World Health Organisation) not only as the state of physical health but the perception of one's position in life based on their cultural and value system in which they live in should be considered (Dodge et al., 2012).
- **Employee's performance-** Employees performance in the organisation can be seen as an achievement of assigned task that is fixed to time with a result indication. (Jerome, 2013).
- **Academic staff-** Academic staff can be defined as staff members in the university whose main role is teaching and conducting research for the university (Atkins, 2016)

1.9 Structure of the dissertation

Chapter One: Introduction and background to the study

This chapter gives an outline of issues such as the background of the study, research questions and objectives, problem statement, definition of words, significance of the study and the limitations of this research.

Chapter Two: Literature review

The chapter present literature review which is based on other studies that has been done previously on the wellbeing of academic staff and their performance at the university. The theoretical framework which is the broaden and build theory will be further discussed in this chapter. The gap which the researcher seeks to address in this study is identified through the literature that has been reviewed.

Chapter Three: Research Methodology

In this chapter the paradigms that will be used as the guideline for this study will be further discussed. This chapter will also further discuss the sampling methods the researcher will apply when selecting participants for quantitative and qualitative research. The data collection instruments such as interviews and research questionnaires were explained.

Chapter Four: Research findings and data analysis

The findings the researcher discovered after analysing the data will be presented in this chapter. The results of qualitative research and that of the quantitative research were provided. The chapter also address the similarities and the differences both these research methods were able to identify.

Chapter Five: Conclusion and Recommendations

This session is based on finalising the study and making future recommendations on research that could be conducted by other scholars. The recommendations were about aspects of wellbeing that other researchers can look at in the future.

Chapter summary

The chapter outlined a detailed information about the topic of this study. The chapter covered a background of this research including the literature review. The research method and the findings of the study were addressed as well.

CHAPTER 2: Literature review

2.1 Introduction

The political changes that South Africa has experienced in the past three decades have enabled students from diverse backgrounds to gain access to study at tertiary level. This has set high expectations from universities to contribute towards the economic and social transformation of the country and to produce competitive graduates for the labour market (Ball (2012) cited in Behari-Leak, 2017). The rising of social and economic challenges place pressure on universities to produce knowledge that is relevant to the current societal needs. Therefore, universities need to ensure that they create knowledge that will resolve social problems (Barkhuizen & Rothmann, 2008).

There are four main roles of academic staff in which the literature review will look at and these are research, teaching, community service and administrative responsibility. The literature review will also do a robust analysis on the four kinds of wellbeing which are physical, mental, psychological and social wellbeing. Lastly, this study will discuss the impact of wellbeing on academic staff and performance.

2.2 Roles of academic staff members

Traditionally, the university has been viewed as the place of transmitting knowledge to students at undergraduate and postgraduate levels. Over the past few years the focus of universities has shifted from teaching and learning towards knowledge creation and application (Maphosa, Toni & Wadesango, 2014). Knowledge creation according to Lincoln (2010) cited in Toni et al., (2014), can be considered as the essential principle of curriculum design, where students acquire new skills simply by engaging into research projects (Maphosa et al., 2014). The objective of universities is to produce the right human capital skills that will positively contribute to the social, political, economic and technological development of the country (Adewale & Abdulsalam, 2017).

There are four main roles of academic staff members this section will review namely, teaching, conducting research, providing administration support and community service (Waziri and Baba et al., 2019). The word role is defined as the expected behaviour of anyone occupying a certain position in the organisation (Hage & Powers (1992) cited in Kyvik, 2013). There are rules and obligations that academic staff members are bounded by as well as informal norms and expectations they are required to fulfil. The sum of these rules, norms and expectations constitute

the academic role (Kyvik, 2013). Academics consist of individuals that have acquired higher degrees in the university for example PhD and Post-Doctorate degree and have developed an interest in offering their services to the higher education institution (Kyvik, 2013).

2.2.1 Teaching and learning

Teaching and learning is one of the demanding roles academic staff members are expected to fulfil. Adewale and Abdulsalam (2017) argues that teachers play a major role in developing human resource needed by transferring their knowledge to their students and providing a healthy teaching environment (Okemakinde et al.,(2013) cited in Adewale & Abdulsalam, 2017). In the changing modern environment where there is an increase in social and economic responsibilities, teaching has become relatively complex.

Academic staff members carries a significant responsibility of training and developing students to become future leaders of the country by obtaining tertiary education (Adewale & Abdulsalam, 2017). Their responsibility is not only teaching but they are also responsible for the academic achievement of their students. The improvement of the university facilities can have a positive physical and psychological impact on the wellbeing of academic staff members (Adewale & Abdulsalam, 2017).

2.2.2 Conducting research

Higher education institutions are now expected to generate their own revenue and act like profit-oriented organisations. They are also being expected to act like non-profit oriented organisations, providing service to the community through knowledge creation and serve as the pathway to education development (Kaplan & Pucciarelli, 2016). In a Knowledge-based global economy, research and knowledge creation is one of the most significant resources in any organisation. There are three main roles academic staff members are expected to fulfil with regard to research and that is conducting basic research, applied research and development work (Kyvik, 2013).

Traditionally, universities' main focus has been associated with conducting basic research in the natural science and social science. The government has placed more pressure on universities to conduct applied research due to the increasing social and economic growth challenges (Kyvik, 2013). The main objective of government pressure is to enable the research conducted in universities to be applied in practical settings to create a crucial impact in the economic development of the nation. This is achieved by the universities developing a strong link with the

industry and seeking funding from the private sector or other external sources to support their research work. In return, the university will have to conduct research that is applicable to the current issues the industry is faced with (Kyvik, 2013). Academic staff members are, therefore, expected to spend considerable amount of time writi[ng proposal for research support and collaborating with other institutions for them to be able to get support for their research activities (Kyvik, 2013).

A study conducted in Nigerian universities showed that academic staff members were pressurised to publish high impact papers, but they do not have proper facilities such as libraries, internet facilities and adequate training in using software (Adewale & Abdulsalam, 2017). Across the world, academic staff members are faced with similar issues of high expectations being placed on academics to publish more research papers through scientific and scholarly publications. Popularisation of research through publications has received more attention by the government, society and the institution as well (Adewale & Abdulsalam, 2017).

Another research conducted in Nigerian universities discovered that achievement in research is the main focus for most universities, while the other two job elements are considered as insignificant irrespective of the academic achievement in these areas (Fapohunda, 2015). This can be considered as a global issue since it was also found in New Zealand that teaching and conducting research for academic staff has been recognized by the state as the employee's main strategy to gain recognition and reward (Houston, Meyer & Paewai, 2006).

2.2.3 Supervision of research by academic staff

Supervision of research projects is another important function academic staff are expected to fulfil. According to Cilliers (2017), effective project supervision is achieved by the student developing an interpersonal relationship with their supervisors. This will enable students to gain adequate training to improve their critical thinking, develop their abilities to apply practical solutions to solve problems. These are the main competencies that are required for one to complete their Master's or Doctoral degree. This relationship between supervisors and their students is important for the determination of the quality of research project the student is able to produce at the end of their degree (Cilliers, 2017).

Academic research supervisors are expected to be aware of their own intellectual, functional and subjective motivation. They are expected to give encouragement and support, mentorship,

direction, planning and show enthusiasm for the work of their students (Hockey, 1996, cited in Cilliers, 2017). Student's attitudes such as laziness and immoral behaviours can have a negative impact on student and their supervisor's interpersonal relationship. The increasing quantity of students pursuing postgraduate studies has placed pressure on academic staff to supervise large number of candidates at the same time. This has resulted into academic staff suffering from burnout and stress (Adewale & Abdulsalam, 2017).

2.2.4 Academic staff offering community service

Universities are considered to be the generators of all kind of knowledge to resolve issues faced by the society (Altbach, 2013). The academic community is known as a group of researchers who are committed to provide valued information to the community. There are community roles academic staff members are expected to fulfil by the use of knowledge in their field of study. This is achieved by consulting and offering informative advice to the society regarding any social problem. The academic community is also expected to provide government, ministers, head of government departments with constructive advice in times of economic crises (Altbach, 2013).

Expert knowledge is a valuable information in issues of economics, agriculture and environment which can be a useful tool in the society. Academic staff members are expected to build their network and community with the industry, government and civil society (Altbach, 2013). They can do that by being part of societies and organisations formed in community to deal with those social issues. Academic staff members also serve as social and cultural critics in the society. The academic community also provide a valuable voice in analysing the cultural, religious and other social issues in the society. They have the advantage of speaking with authority and can express their views through publication of scholarly articles (Altbach, 2013). They are highly respected in communities, therefore, the society takes their opinions seriously.

2.2.5 Administration support offered by academic staff

Lastly, another important role academic staff members are expected to fulfil is providing administrative support to the institution. Some lecturers still take the role of administrative work, committee work and other positions in their institutions (Adewale & Abdulsalam, 2017). These academic staff members still have to proceed with their daily academics responsibilities of teaching, conducting research, offering community service and being supervisors. They combine both their academic and administrative work and are still expected to give the best performance in all these responsibility (Adewale & Abdulsalam, 2017).

The research conducted in New Zealand in 1990 by the trade union of academic staff raised a concern with regard to the workload and the level of stress among academic staff members leading to various illnesses. In Australian University the same result were found among academic staff on high level of stress due to workload they receive from various roles they are expected to fulfil (Houston et al., 2006). This has resulted into various mental health problems among academic staff. Traditionally psychology has mainly focused on addressing these mental health issues. The expanding and the growing field of positive psychology has shifted the effort on mainly focusing on deficits, disease and dysfunction by looking more on understanding the increase and development of wellbeing (White, Uttl and Holder, 2019). This includes understanding the optimal psychological functioning and experiences, such as the strength, life satisfaction, happiness, and positive behavior (White, Uttl and Holder, 2019).

2.3 Positive psychology

De La Fabián and Stecher (2017) argue that happiness is the emotional system that is part of human nature. Happiness is an emotional currency that one can spend like money to receive any positive outcome in life on the things that one values (De La Fabián & Stecher, 2017). Over the past fewer decades psychology scholars have shifted their focus from studying negative emotions towards exploring the benefit of positive ones by looking at the impact it has in the organisation. Baker, Chebat & Meyer (2013) argue that very few research studies have been done that focus on positive psychology interventions in organisation settings rather than wellbeing and mental illness.

Positive psychology was founded by Seligman and Csikzentmihalyi in 2000. Over the past decade research in psychology has focused on dealing with weaknesses, stressors and alternatives ways that can be used to deal with these problems for the advancement of individual wellbeing (Seligman, Steen, Park & Peterson (2005) cited in Schultz & Schultz, 2015). Seligman and Csikzentmihalyi in 2000 changed the direction in psychological studies, he argued that instead of focusing on the negative factors the emphasis should be placed on strength individual possess leading to physical and psychological wellbeing (Seligman, Steen, Park and Peterson (2005) cited in Schultz & Schultz, 2015). This principle is now being applied in the working environment through positive organisational behaviour.

Positive organizational behaviour can be considered as the implementation of individual capacity that can be managed and measured to improve performance in the organization (Luthan (2002)

cited in Avolio, Avey, Luthans, & Norman, 2007). Luthan and Youssef (2004) cited in Avolio et al., (2007) argue that the main psychological construct that can be considered in the psychological criteria are resilience, optimism, and self-efficacy. Capital in the workplace has not only been limited to physical infrastructure but it has been extended to human capital (intellectual capital) social capital and cultural capital (Avolio et al., 2007).

Sheldon and King (2001) cited in (Baniya & Shrestha 2016) argue that positive psychology at the subjective level placed more value on the subjective experience such as contentment, wellbeing, satisfaction, hope and optimism. The positive psychological state of a human is dependent of their positive traits such as good interpersonal skills, courage and love. The group level of positive psychology places more emphasis on civil, and the institutional level is based on promoting people towards becoming better citizens (Baniya & Shrestha 2016).

2.4 The second wave of positive psychology

The fundamental focus of positive psychology is to modify the focus of psychological studies from focusing on disorders and dysfunctions towards exploring the brighter side of human (Ivtzan & Lomas, 2016). Positive psychology appears to embrace the polarizing rhetoric of conceptualizing negative emotions as undesirable and embracing positive ones as beneficial. This philosophical perspective can be viewed as the first wave of positive psychology (Ivtzan & Lomas, 2016).

The first wave of positive psychology was criticized by scholars both inside and outside in the field of psychology (Ivtzan & Lomas, 2016). Sheldon and King (2001) cited in (Baniya & Shrestha, 2016) argues that if there is a positive psychology then there has to be a negative one. The critique is based on the fact that emotions that are considered positive can sometimes produce undesirable outcome. For example, unrealistic optimism was linked to under-appreciation of risk which can result into health risk such as smoking (Baniya & Shrestha, 2016).

Positive psychology failed to recognize the necessity of negative emotions on the life of the individual. The dialectic between positive and negative emotions gave rise to the second wave of positive psychology that tend to view the strength and weaknesses of both positive and negative emotions (Baniya & Shrestha, 2016) . De La Fabián and Stecher (2017) further illustrated this dialectic in more details by using the example of light and darkness, while being completely opposite yet they are connected and intimately dependent on each other. To gain more understanding on this issue these dichotomies are used, freedom vs restrictions, self-esteem vs

humility and happiness vs sadness. According to the second wave of positive psychology as human we need to experience all these opposing emotions to maintain the balance in our emotional system (De La Fabián & Stecher, 2017).

2.5 Wellbeing and positive psychology

The World Health Organisation (WHO) describe wellbeing as the state of physical, mental and social wellness (Organisation& Unit, 2014). Positive psychology is distinguished because it implements the strength-based method for the purpose of having a positive outcome. Strength-based methods do not focus on fixing what is wrong rather it aims to identify and strengthen that which is being done right (LaMontagne, Martin, Milner, Noblet, Page, Reavley & Smith, 2014).

The early attempt that has been made by scholars to explain wellbeing emphasised the challenge of describing wellbeing. According to Dodge, Daly, Huyton, and Sanders (2012) the new definition of wellbeing argues that wellbeing is the balance point between the challenges that the individual is faced with and the resources they have to deal with those challenges.

According to Hendry, Koaep & Saunders (2009) cited in (Dodge et al., 2012) if there is an imbalance between the problem and resource needed to resolve the issue it may required for an individual to adapt their resource (Dodge et al., 2012). The stability in wellbeing takes place if the individual has the physical, psychological, social and mental resources to resolve the problem. When there is not enough resources to deal with the problem its can affect their level of wellbeing (Dodge et al., 2012). Figure 2.6 depicts the demonstration of the necessity for the individual to maintain the balance between their challenges and resources.

Figure 2.6: Maintaining the balance between the challenges and the resources



(Dodge et al., 2012)

2.6 Different types of wellbeing

There are different types of wellbeing in which this study will look at and these are physical, mental, psychological and social wellbeing. The following section will give a broad discussion about each of these types of wellbeing and their application in the working environment. The influence that these type of wellbeing have on performance will also be illustrated. The wellbeing programs that are offered at the university and their effectiveness towards improving the wellbeing of academic staff will be discussed.

2.6.1 Physical wellbeing

The Maslow hierarchy of need is the motivation theory formulated by Abraham Maslow in 1943. Maslow hierarchy of needs theory argues that people are motivated by their natural instinct to satisfy basic needs before they can move to higher level of need (Neubauer & Martskvishili, 2017). The first important need illustrated by Maslow was the physical need and it is the need for water, proteins, minerals and vitamins, oxygen and calcium, the need to have sex, sleep and have rest (McLeod, 2007). Physical wellbeing is considered as the absence of illness or disease. This type of wellbeing is associated with a healthy lifestyle and healthier immune system (Bolier, Bohlmeijer, Haverman, Riper, Smith & Westerhof, 2013).

Weight and body consciousness has been one of the main focus of wellbeing among employees. Research has demonstrated that employees who are overweight or obese have indicated low level of wellbeing compared to those with normal weight. Individuals that are considered as obese have a body mass index of 35 or higher, and employees with such health problem are more likely to experience discrimination and interpersonal mistreatment and poor self-esteem (Ryff, 2014). Research has demonstrated that engaging into physical exercises has an impact on both the physical and psychological wellbeing. It can help to prevent chronic diseases such as coronary heart disease, stroke and type 2 diabetes (Blake, Malik & Suggs, 2014).

Engaging in physical exercise can reduce the risk of premature death by 20%-30% (Department of Health (2004) cited in Blake et al., 2014). Accordingly, physical exercise has mostly being recognised for its ability to reduce the level of depression and anxiety, improving moods and stress management. Physical activity has been argued to have higher levels on all aspects of psychological wellbeing compared to non-exercise (Ryff, 2014). A further health concern among academic staff is the issue of not getting enough sleep because of the high level of workload.

Insomnia has been used as the predictor of hedonic and eudaimonic wellbeing. Studies has shown that optimal sleepers indicate higher level of personal growth, positive relation with others, lower level of stress and anxiety (Ryff, 2014).

A study was conducted on the physical wellbeing among mine workers in Ghana illustrated that these workers have a high risk of being exposed to various biological and psychological harm due to the chemicals they are being exposed too (Amponsah-Tawiah, Cox, Hollis, Jain, & Leka, 2014). For example, noise can be one of the health risk that can impair the hearing ability of the employees caused by high level of noise in the mining industry. There are common accidents that are likely to happen in the mining industry such as rock slides and mobile equipment accidents, and these traumatic injuries can result into three days absence from work and even death (Amponsah-Tawiah et al, 2014).

2.6.2 Occupational physical wellbeing among employees

The WHO places emphasis on the advancement of wellbeing among employees in the organisation and this can be achieved by providing a physical and psychological healthy working environment. The main focus of these health programs in the workplace is to encourage a behavioural change among employees towards a healthier lifestyle (Andersen, Proper, Punnett, Persson, Wynne & Wiezer, 2015). Although the benefit of employees having a healthy life-style can be beneficial to both the employees and the organisation there are barriers that can be a hindrance for organisation to implement such health programs. Small enterprises may not have the financial capability to support health promotion programs, other companies may lack the information and the initiative to sustain such health programs (Andersen et al., 2015).

Chronic diseases are one of the main global health issues in which researchers intend to conduct more research on. These chronic diseases are the result of unhealthy lifestyle such as smoking, lack of nutrition, alcohol use, and physical inactivity (Ledger, Pescud, Rosenberg, Shilton, Slevin, Teal &, Waterworth, 2015). Unhealthy lifestyles of employees in the workplace has been demonstrated to have a harmful consequence on the productivity of the organisation by increasing absenteeism.

Health promotion programs which are applied in the organisation have the ability of reaching out to a large quantity of employees who may not be familiar to wellbeing programs (Ledger et al., 2015). Health promotion programs are aimed at improving the level of health in the workplace

through initiatives such as health risk assessment, cigarette use, encouraging healthy eating and physical exercise.

Health programs in the workplace that focus on health risk assessment aim to provide the appropriate physical working environment. There are physical features in the workplace that bring threat on the physical health of employees such as lack of natural lighting, non-opening windows and uncomfortable seating (Hemingway, 2010). Dr Paul Stevens in his study has demonstrated that natural views through the window can be beneficial towards improving health level of individual by reducing illness, increasing positive mood and reduce fatigue (Hemingway, 2010).

There is a clear correlation that has been found between accessibility to fast food sources and the choices people make with their daily diet. In environments such as companies, universities and hospitals, food is restrictive therefore, individuals have a limited amount of food they can choose to purchase (Hartwell, Martins & Symonds, 2013). There is a tendency among employees to purchase unhealthy fast food and soft drinks during their lunch breaks. Therefore, companies can use this opportunity to encourage a healthy lifestyle among their employees by encouraging these cafeterias to sell healthier food such as fruits and vegetables (Hartwell et al., 2013).

Companies can also focus on building a healthier work community and they can achieve that by providing their employees with information on healthy lifestyle. This type of information can be communicated through magazines or internet (Hemingway, 2010). Professor Heather Hartwell also suggested that they can organise seminars for their employees where information on healthy nutrition, physical activity and healthy diet recipes (Ledger et al., 2015). Organisations can also invest on having gyms and clinics inside their companies for their employees (Hemingway, 2010). The improvement on the productivity in the workplace has been found to be as the result of having healthy employees. Unhealthy workers have been predicted to be more likely to stay absent from work, or carry out their duties slower than healthy employees. Increase in the productivity of employees has been found to have a good influence on the profitability of the business (Ledger et al., 2015).

2.6.3 Psychological wellbeing

Bradburns (1969)'s classic research made an early attempt to define psychological wellbeing. His work moved the study of psychological wellbeing from psychiatric cases towards assessing psychological reaction of ordinary people in their daily lives. The main focus of his research was

to conduct a study that is based on assessing how people deal with normal stressors of life everyday (Dodge et al., 2012b). The majority of Bradburns research was based on making a distinction between positive and negative effect. His model argues that the psychological wellbeing of individual is based on their ability to access positive rather than negative effect. In a situation when the negative effect are higher than the positive one it will affect the individual psychological wellbeing (Dodge et al., 2012b).

Ryff (1989) criticised the Bradburns argument on psychological wellbeing by demonstrating that his main focus was based on explaining the positive and negative effect, he failed to define the basic principles of psychological wellbeing. According to Diener and Suh (1997) cited in (Dodge et al., 2012) psychological wellbeing is made up of three-interrelated components and these are pleasant effect, unpleasant effect and life satisfaction. According to Diner and Suh (1997) cited in (Dodge et al., 2012) ‘effect refers to the pleasant and unpleasant moods and emotions, whereas life satisfaction refers to cognitive sense of satisfaction with life’ (Dodge et al., 2012)

Psychological wellbeing does not only look at the physical dimension of wellbeing rather it also assess the subjective wellbeing of the individual. Psychological wellbeing include the optimal functioning of the individual and involve concept such as having purpose in life, hope, life satisfaction and happiness (LaMontagne et al., 2014). Cross-sectional and longitudinal studies have demonstrated that psychological wellbeing can improve interpersonal relationships among employees which may lead to better performance at work (Bolier et al., 2013).

The subjective aspect psychological wellbeing is interested in assessing the conclusion that people make when evaluating different domains of their lives such as family life, careers and social life. The reaction and the feelings that one has about the different experiences of their lives is what subjective wellbeing tend to study. Subjective wellbeing can be distinguished according to two factors and these are hedonic and eudemonic (Bryson, Forth, & Stokes, 2014).

Hedonic approach in the workplace tend to focus on the person’s effective reaction towards their job on whether they have positive or negative emotions. It looks at the extent to which their job provoke positive or negative emotions (Bryson, Forth, & Stokes, 2014). **Eudemonic approach** in the workplace argues that employees who experience high level of subjective wellbeing are those that are satisfied with their jobs, they experience positive emotions more frequently than negative ones. A critic against this statement argues that it is not necessary that employees experience

pleasure from their jobs for them to have high level of subjective wellbeing (Bryson, Forth, & Stokes, 2014).

2.6.4 Subjective wellbeing and job performance

A positive correlation has been identified between job performance and subjective wellbeing. There are three effect that subjective wellbeing has been found to have on performance (Bryson et al., 2014). The first is the **physiological effect** and it has argued that higher level of subjective wellbeing result into cardiovascular health, improve immunity and endocrine and it can make one to quickly recover from any sicknesses. Subject wellbeing has also being found to have an indirect impact on the physical health, individuals with higher level of subjective wellbeing has been found to engage in health promoting behaviour (LaMontagne et al., 2014).

According to Bryson et al., (2014) employees that engage in healthier behaviours have more energy at work and demonstrate positive performance towards their work. Improvement on employee's health has also been found to reduce the level of involuntary absence and reduce the number of turnovers among employees due to ill-health (Bryson et al., 2014). Secondly, the **cognitive processes** has been found to be influenced by subjective wellbeing. Scholars have discovered that subjective wellbeing can improve the level of creativity and problem solving ability among employees.

Experimental research has demonstrated that high level of subjective wellbeing can increase one's ability to process complex information more quickly and it can improve employee's level of focus (LaMontagne et al., 2014). Therefore, this can have an impact on the effective output of employees by improving their task performance. Lastly, **work attitude** has been found to be influenced by subjective wellbeing. Subjective wellbeing has been demonstrated to increase employee's level of co-operation and collaboration. Research has demonstrated that subjective wellbeing can enable employees to be more proactive by engaging into behaviours such as taking additional work and helping colleagues to achieve their goals (Sonnetag, 2015).

Burnout is one of the psychological responses that can have an impact on the psychological wellbeing of employees due to chronic job stressors. Burnout can be defined as the severe form of disturbed job-related wellbeing that can be identified among employees in the workplace. Job stressor and job resources can be identified as the main predictor of job-related wellbeing and burnout (Sonnetag, 2015). According to Sonnetag (2015) employees who experience high level

of workload and time pressure have been reported to experience burnout and lower level of job-related wellbeing. His research has further demonstrated that work related unexpected events can increase anxiety and depression among employees (Sonnentag, 2015).

Burnout can be associated with components such as emotional exhaustion, depersonalization and reduced personal accomplishment but emotional exhaustion is considered as the main component (Fida & Laschinger, 2014). Emotional exhaustion is considered as the central dimension of burnout and it is referred to as the feeling of being emotionally depleted that can be caused by tension at work or work overload. Depersonalization draws focus on the interpersonal dimension of burnout which develops as the result of exhaustion. Depersonalization occurs when an individual becomes emotionally exhausted to the extent that they detach themselves from their work, colleagues and clients (Barak & Lizano, 2015). Personal accomplishment is exhibited as the self-evaluation dimension of the syndrome.

A study that was conducted among nurses demonstrated that burnout is triggered by depression and poor mental health. Nurses with high level of burnout also suffered from depression, significant memory impairment and sleeping disturbance (Fida & Laschinger, 2014). Nurses that had reported high levels of burnout also experienced job strain caused by high levels of workload, and lack of social support from their colleagues. This results in job dissatisfaction and poor performance among employees (Fida & Laschinger, 2014).

2.6.5 Consequences of burnout on employees' performance

According to Barak & Lizano (2015) poor job-related wellbeing such as burnout has negative influence on performance of employees in the workplace. The reason being is that it can reduce the job-related satisfaction which, consequently, affect work performance (Barak & Lizano, 2015). Job burnout has been found to lead to exhaustion of the individual emotional resources and personal energy. Job burnout has also been associated with behaviours such as individual isolating themselves from their colleagues, which in turn diminishes the opportunity for them to learn from others, and gain support from other employees (Barak & Lizano, 2015). Subjective wellbeing, employee's engagement, social capital, psychological capital and positive mental health are considered as positive outcomes of wellbeing (Barak & Lizano, 2015).

2.6.6 Stress in the working environment

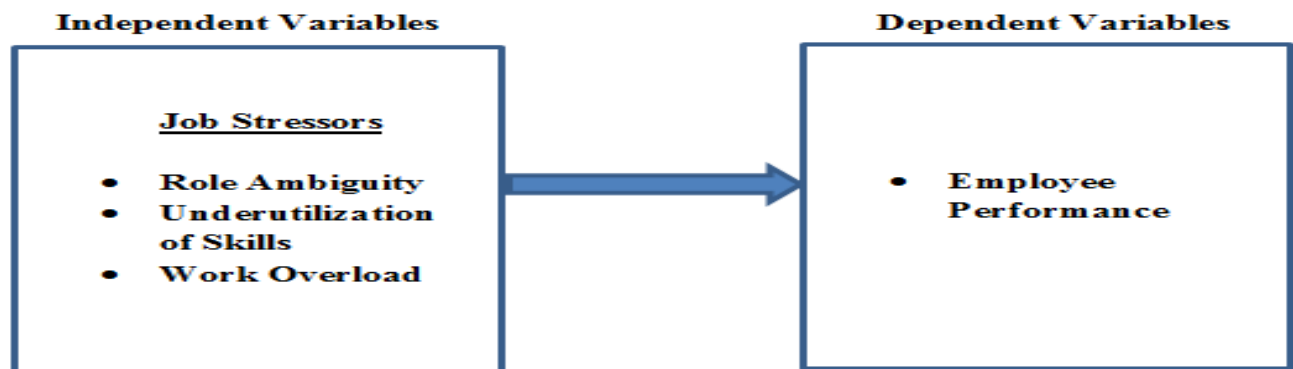
Stress is another significant factor that has an effect on performance of employees in the workplace. Stress is considered as a situation that is perceived by the individual to be threatening (Herdie, Kashima & Pridmore (2005) cited in Besse, Laliberte, Latimer & Poremski, 2017). Lazarus and Folkman (1984) cited in Blackwell (2017) defines stress as the association between the person and their surrounding which they may perceive as threatening to their health. Parker and Ragsdale (2015) made an argument based on the differentiation between distress and eustress. According to Parker and Ragsdale (2015) distress manifests through an individual by having a negative reaction towards a phenomena and this is demonstrated by having a negative psychological state.

Eustress is not just an absence of distress but it is a positive psychological reaction towards a situation that is considered stressful and it is manifested by having a positive psychological state (Nelson & Simmons (2011) cited in Parker & Ragsdale, 2015). This positive psychological state is demonstrated by having a positive attitude and emotions. According to Parker & Ragsdale (2015) eustress can support to increase energy, improve self-efficacy, improve cognitive processing and assistance to build other resources. According to Lazarus and Folkman (1984) cited in (Bell, Rajendran, & Theiler, 2012) cognitive appraisal consist of three stages that an individual take when they are faced with any challenging situation, these are primary appraisal, secondary appraisal and reappraisal (Bell et al., 2012).

Primary appraisal is being defined as the cognitive perceptual process, whereby, the individual perceives something as being stressful, neutral or positive. Secondary appraisal is based on the individual perception on what can be done to resolve the situation (Bell et al., 2012). At this stage the individual need to think whether they possess necessary resources to handle the threatening situation. Reappraisal consist of the altered perception about the stressfulness of the phenomena based on the new knowledge from the environment (Bell et al., 2012).

2.6.7 Job stress and employees' performance diagram of IV and DV

Figure 2



(Olkayode, 2017)

Job stress can be defined as a situation that is threatening or demanding in the workplace and may give a sense of discomfort to the employees. As demonstrated by Figure 2 job stress is the dependent variable because the presence of stress will have positive or negative impact on the performance of employee. Scholars have identified quantitative and qualitative demand factors that are the leading cause of stress in the organisation (Tenibiaje (2013) cited in Olukayode, 2017). According to Tenibiaje (2013) cited in (Olukayode, 2017) the quantitative factors involves the workload (that looks at the quantity of task appointed to each employee), hours spent at work and intensity of work. The qualitative factors include work control system, information channel within the organisation structure, lack of support from colleagues and non- effective communication with the organisation (Olukayode, 2017).

Chandwani & Gupta (2015) also argued that there are internal and external factors that are the leading cause of work stress in the organisation. According to Chandwani & Gupta (2015) the external factors are those factors that are within the organisation such as time pressure, workload and poor physical working conditions . The conflict which arise from the demands that are placed to subordinate by their superiors can also result into work stress. Lack of career progress and job security can also result into work stress. The external factor tend to look at the organisation level by assessing the structure and climate of the organisation, including the degree of participation to decision making by employees can result into stressful climate. The internal factors tend to look

at those individual factors that can cause stress, such as age of the employee, education, sex and personality (Chandwani & Gupta, 2015).

Chronic stress among employees has been associated with poor performance, depressive symptoms, cognitive decline and physical disorder (Juster, McEwen & Lupien (2010) cited in Besse et al., 2017). In the work environment, work related stress has been found to be the main contributor of psychosocial risks which results into poor mental health, conflict with colleagues, trouble focusing, poor motivation and stress related diseases (Araki, Babazono, Mino, Nagono and Tsuda (2005) cited in Besse et al., 2017).

2.7 Mental wellbeing

Mental health in this research is conceptualised as the continuum of neurophysiological and cognitive state that is related to emotion, mood, thinking and behaviour. Mental wellbeing has been argued to have both positive and negative dimension (Franke, Hüffmeier, Montano & Reeske, 2017). Positive dimension of mental wellbeing is considered as a complete state of cognitive functioning whereby the individual can cope with adversity/ hardship, whereas, the negative dimension refer to the psychological distress and psychiatric disorder (Francois & Schutte, 2014).

The aetiology of both negative and positive mental health is based on biological, psychological and social factors that range from life experiences, quality of life, environment, self- esteem and nutrition (Franke et al., 2017). The US Public Health Service (1999) cited in (Chu, 2017) argues that mental wellbeing is the effective cognitive functioning, that enables the individual to be productive in their daily activities, have positive interpersonal skills and cope with life adversities. According to Chu (2014) in the past few years, mental health was considered as the absence of mental illness, however, research has demonstrated that many people who are free of mental illness do not function adequately.

According to the WHO mental health should not only be defined as the absence of mental illness but it should also be looked at as the ability of one to realise their abilities and potentials, to be productive and be able to cope with normal stressors of life (Borritz, Madsen, Rugulies & Tripathi, 2014). The WHO has recently shown evidence that nearly half of the population world-wide suffer from mental illness. Symptoms of mental illness is depression (characterised by low mood), general anxiety disorder (persistence worry), eating disorder and social anxiety disorder. These symptoms can limit the ability of one to maintain their occupation and education (Batterham,

Gulliver, Griffiths, Mackinnon & Stanimirovic, 2015). Emotional distress include depression has been found to reduce emotional behavioural skills and result into social isolation (Borritz et al., 2014).

The quantity of universities in Malaysia has increased greatly over the past few year. The increase in the quantity of universities in this country has caused pressure for academic staff to put more effort into their academic work (Ahsan, Abdullah, Alam & Gun Fie, 2010). This is due to the competitive pressure from other universities for each university to gain recognition as one of the best performing universities in the country. This has resulted into low satisfaction of academic staff towards their work and has affected their physical and mental wellbeing (Ahsam & Abdullah et al., 2010).

A study that was conducted in the UK to trace work related wellbeing of academic staff members has indicated that work demand experienced by academic staff has increased overtime (Borritz et al., 2014). The resources that were traditionally designed to decrease stress level in the organisation such as role clarity and independence with ones' work have reduced overtime. Studies have demonstrated a poor mental state of academic staff in the university (Borritz et al., 2014). Research conducted in the UK and Australia has demonstrated evidence of high level of depression and anxiety among academic staff members compared to other occupation group (Ahsam & Abdullah et al., 2010).

2.7.1 Mental health and physical wellbeing

Research has demonstrated that mental health is the main contributor of disability and mortality (Borritz et al., 2014). Accidental and non-accidental injuries has been indicated to be caused by mental health. There are physical, social, economic and environmental factors that determine mental health (Borritz et al., 2014). Physical wellbeing is considered as the important factor in developing mental wellbeing among individual. Physical health is a measure composed of multiple interactive component and its relationship with mental health is complex and multifaceted. Studies has demonstrated that physical health conditions affect mental health condition of the individual while mental health condition can complicate health seeking behaviours and pursuing a healthy lifestyle (Fekete, Siegrist & Tough, 2017).

Research conducted in Sri Lanka has indicated a correlation between food insecurity and malnutrition as common causes of mental health disorder among adults, depression and other

psychological wellbeing issues were identified (Clinton, Dijkers, Guest, Jansen, Kooij & Knight, 2013). The improvement of physical activity among individual has been identified to increase mental health in numerical ways, this is achieved by improving self-esteem, self-worth and image and these has been found to reduce depressive symptoms. Mental health has also been found to reduce unhealthy related behaviour such as smoking. A study conducted in the UK has identified various mental health difficulties indicators such as medical report, current psychiatric treatment, reported doctor diagnosed conditions are associated with higher smoking prevalence with rates ranging from 25.5% to 59% (Burnsa, Clancyc, Doylea & Strawbridgeb, 2017).

2.7.2 Mental health and employees' performance

The job strain model argues that employees who experience high strain in their work (Combination of high psychological work demand and low job control) are more likely to suffer from mental health problems. Previous research that was conducted among elderly employees has demonstrated that high job strain is associated with depression, and poor mental health (Ek, Sirviö, Koiranen, & Taanila, 2014). Jobs that are characterised by high psychological demands and high levels of control over work are considered as an opportunity for one to learn and develop skills that will result into positive mental health (Ek et al., 2014).

Meta-analytical findings identified a negative correction between job performance and mental illness. Mental disorder symptoms are characterised by behavioural and cognitive impairment that result into loss productivity and severe reduction of work ability. According to (Borritz et al., 2014) mental disorder is considered to be the leading factor of sick leave lasting more than 14 days in Sweden. It had been discovered that mental illness is the main contributor of morbidity and disability across the world (Borritz et al., 2014).

The World Health Organisation (WHO) argues that impaired psychological wellbeing reduces work commitment and involvement which results in high levels of absenteeism amongst employees. Mental illness does not only have a negative impact in the quality of life but there are societal cost such as reduced productivity, sickness, absence from work, and treatment expenses (Borritz et al., 2014). According to Amin, Brennan, Oeppen & Parrya (2018) the work of doctors and surgeons can give rise to both physical and mental health issues.

Research on clinical skills have gained much interest by scholars, but their mental wellbeing has been ignored. The reason for this is because of the long-held belief that surgeons deal better with

stress and burnout in the workplace. Clinicians has been discovered to suffer more from work related illnesses due to long working hours and high expectations from their work (Amin, Brennand, Oeppen & Parrya, 2018). This has resulted to doctors and surgeons suffering from depression, burnout, disrupted sleep and poor quality of life. Dissatisfaction with work can affect the quality of care and attention these surgeons give to their patients and result to poor performance at work (Amin, Brennand, Oeppen & Parrya, 2018).

High level of job involvement among academic staff is also been influenced by individual cultural background. Coming from a cultural background where working long hours is normalised can bring a sense of satisfaction when one overcommits themselves to their work (Kinman, 2016). Over commitment is considered as a set of attitudes and behaviour that represent internal drive to work excessive and a strong desire to be approved and esteemed. Loving one's work can have a positive contribution towards the individual career growth, but such employees are more likely to suffer from work related stress. It is expected therefore that employees who are over committed towards their work will be less mentally healthy (Kinman, 2016).

Research that has been conducted in numerous countries have identified high level of self-reported mental health among academic staff members (Kinman and Wray et al., (2008) cited in Kinman, 2016). Symptoms such as depression, impaired memory, anxiety and low concentration has been found among academic staff members. These symptoms have been found to reduce cognitive capacity, quality of life and job performance (Amin, Brennand, Oeppen & Parrya, 2018).

Epistemological studies indicated that most people with mental illness do not seek medical help regarding their condition. According to Schomerus and Stolzonburg (2018) even countries that have high quality facilities for mental disorders employees still delay to seek for help regarding their mental illness. Untreated mental problems can lead to major complications such as chronicity and lower long-term quality of life (Schomerus & Stolzonburg, 2018).

Research has demonstrated that help seeking is avoided because people perceive mental health problems as a weakness that can have a negative impact on making a successful career progress. Employees may perceive their career to be at risk when psychiatric or mental health problems emerged and is revealed (Ahern, Storrie & Tuckett, 2010). Individual may not want to receive help from the organisation they are working at because of fear that they might be stigmatised and discriminated against based on their mental health problem. Individuals prefer to receive mental

health care from outside their institution where they felt confidentiality is guaranteed (Ahern et al., 2010).

Barriers in the organisation level to seek for help regarding any mental conditions are caused by lack of communication and poor coordination between mental health and somatic care. Failure by the individual to recognise the existence of mental health problem can deny the need to seek for help (Bramberg, Kjellstrom, Rusner, Torgerson & Welin, 2018). Lack of sufficient resources such as mental health clinics and counselling programs within the organisation can discourage employees to seek for help. Mental illness stigmas that exist within the organisation can lead to employees seeking help from facilities outside the organisation with their mental health problems (Bramberg, Kjellstrom, Rusner, Torgerson & Welin, 2018).

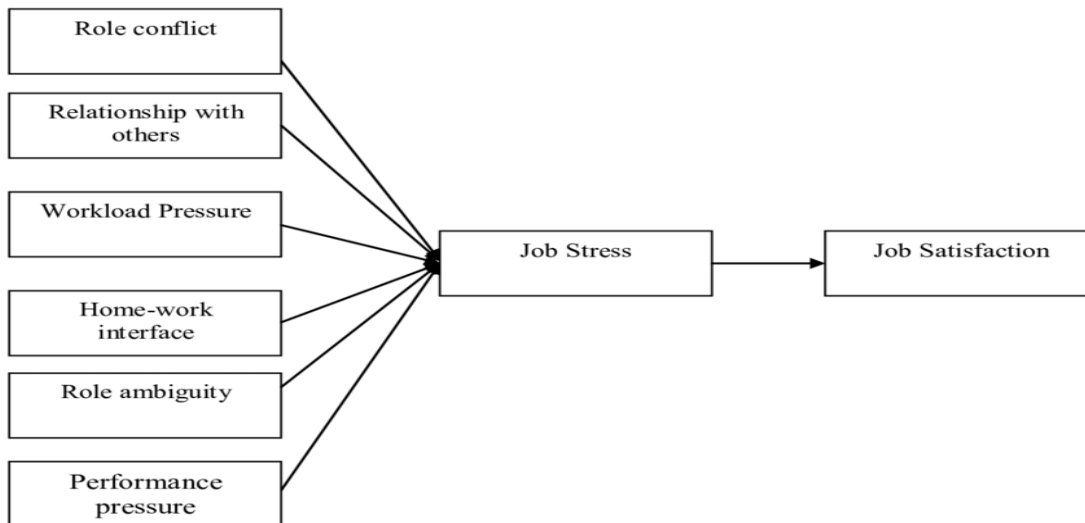
2.8 Social wellbeing

The social wellbeing of interpersonal attachment is considered to be fundamental among the human species. The Maslow's hierarchy of needs theory argues that social need is the human type of need that is satisfied by having a sense of belonging, affection and love from colleagues, family, friends and romantic relationships (Kiruja & Mukuru, 2013). Love and belonging comes in variety of forms, namely, family, romance, marriage and work groups. The love and belonging need is considered to be universal to all human species as it has been identified in every society (Geo & Taormina, 2013). Love and belonging is considered to be innate and very easy to formulate, the inability to satisfy such need can have negative impact on the individual which may lead to anxiety and depression. When there is a lack of social wellbeing it can lead to an individual having a feeling of social rejection, isolation, loneliness and social exclusion (Geo & Taormina, 2013).

The increase in the level of stress and pressure and organisational change that has been taking place among university has increase the significance of research that is based on job stress, work-life balance and work-life conflict among academics. The reality is that academic staff members are continually trying to juggle work life and their private life (Bell et al., 2012). Work-home interference is one of the main stressors that can cause a threat in the satisfaction of the social wellbeing among employees. Employees may find themselves having conflict with regard to balancing their work and domestic responsibilities (Dikkers et al., 2007). A reverse effect has been found that employees work-life can interfere with their home demands, as much as job demands can also affect private life.

Social wellbeing in the workplace among employees

2.9.1 Figure: 3



(Dikkers et al., 2007)

Mauno et al, 2006, cited in (Bell et al., 2012) argue that work-family interference is unavoidable in modern western societies. Job stress is one of the main contributor towards work-family interference among employees that is triggered by the pressure of market-driven globalisation and an unwavering demand for growth and efficiency. As a result employees are pressured to put more effort into their work and be always effective in the working environment (Bell et al., 2012).

Work-home Interferences (WHI) can be influenced by the amount of hours employees spend at work including their work overload. Work-home interference is being defined as poor performance demonstrated at home caused by the increase in the workload and hours spend at work (Dikkers et al., 2007). This can be demonstrated among employees through having interpersonal relationship problems with their spouse, children and other family members.

These interpersonal relationships problems in reverse may cause home-work interferences that can be demonstrated by employees having a negative attitude towards their colleagues and clients by causing unnecessary conflicts. Home-work interferences can result into employees not being fully concentrated towards their work that may reduce productivity in the organisation (Dikkers et al., 2007). When employees have too much stress caused by their personal problems at home it can have an effect on their level of performance at work.

Job stress, therefore, can cause threat to the psychological wellbeing of the employees and it may cause considerable financial burden to organisational performance (Ahern et al., 2010). Stress, as argued above, occurs as a result of a mismatch between demands and resources or the misfit between the individual needs and her environment (Kaplan (1983) cited in Almeida et al., 2016). The Conservation of Resources (COR) theory argues that if most resources of the employees are being consumed at work its leaves fewer resources for home life and this may causes WHI. The COR argues that WHI can lead to negative work outcome since the employee will spend their valued resources trying to juggle between work and home (Du, Lu, Siu, & Wang 2015).

Boyd, Gillespie, Pignata, Provis & Winefield (2016) argue that as the expectation of academic staff to publish more quality journals, teach large number of classes and attract research funding, increase in flexible working hours need to be applied. For example, allowing employees to work from home reduces WHI and research has demonstrated that more academic staff member enjoy flexible working hours (Boyd et al., 2016). There is a positive correlation that has been found between job autonomy and job performance in relation to organisation commitment but these has been negatively related to stress.

Research has discovered that WHI has a negative impact on organisation commitment, job performance and employee's satisfaction (Du et al., 2015). The main argument is that work which requires more effort and dedication have been found to affect the private lives of employees, as a result it may cause one to have difficulties in recovering at home (Du et al., 2015). The job-demand resource model argues that prolong job demand can affect the physical and psychological wellbeing of employees. High level of occupation pressure is a predictor of negative health outcomes such as stress and exhaustion and can reduce the performance of employees at work (Boyd et al., 2016).

2.8.1 Finding balance between work life and private life

Work-life balance is when the individual has the ability to find the balance in their work life with their private life. Work-life balance is the ability of the individual to simultaneously balance the emotional, behavioural, and time demands of their personal duties and work-life (Bell et al., 2012). It is the opposite of work-life conflict that take place when the involvement on one domain, for example, work has an impact on the performance of the other domain (Bell et al., 2012).

According to the spill over theory the attitude, skills, and behaviour that a person acquire from one domain whether personal/work related flow into the other one. Moore (2007) argues that organisations that make an effort to assist employees to manage their work and private life result in employees having a positive attitude toward the company. Work–life balance has been discovered to have a positive influence on the organisation by increasing wellbeing among employees, decreasing job stress and burnout among employee (Parkes & Langford (2008) cited in Bell et al., 2012). High work life conflict has been associated with low job satisfaction, lower organisation commitment, lower productivity and performance, lower career satisfaction and success, and higher absenteeism (Bell et al., 2012).

2.9 Health programs at the University of KwaZulu-Natal (UKZN)

Over the past fewer years the University of KwaZulu-Natal has taken some initiative to improve health among their academic staff. The psychology clinic is one of the health institution that is situated at UKZN (Howard College). This health service is available to both students and all staff members working at UKZN including academic staff (The psychology clinic, 2017). The main objective of this health institution is to provide counselling services for both adult and children. It is run by professional registered psychologist including trainees' psychologist under supervision. The psychology clinic offers short term treatment for the following health problems, depression, interpersonal conflict, anxiety, trauma, behavioural concerns and HIV/AIDS (The psychology clinic, 2017). UKZN is also committed to give support to both academic staff and students who are uninfected or infected with HIV/AIDS. This is achieved through collaboration with NGO's and government departments by using wellness campaigns in all five campuses.

The University of KwaZulu-Natal is also committed in offering care to students and staff who are infected with cancer. The oncology program is a special program that is designed for people who are diagnosed with cancer. Its main purpose is to work with the doctors to offer the best medical care to patients who are diagnosed with cancer (UKZNDABA, 2017). The UKZN Westville campus hosted a cancer awareness day where both students and staff were taught the importance of living a healthy lifestyle, eating well, using sunscreen to protect the skin against skin cancer. Woman were given breast cancer examination and completed a lifestyle questionnaires to test their knowledge about cancer. Woman were being encouraged to have pap smears done annually once they become sexually active (UKZNDABA, 2017).

2.10 Measures of performance

Performance in the organisation is considered as the ability of an employee to complete a given task within a set period of time successfully. (Upadhyaya, 2014). Measures of employees performance is considered as performance appraisal and is normally conducted by the human resource department in conjunction with line managers.

Performance appraisal (PA) is considered as the systematic evaluation of employee's performance in the working environment. Performance appraisal is a formal assessment system of comparing employees behaviour with the established standard of performance (Fapohunda, 2015). PA is performed in the organisation to give employees feedback regarding their performance, such feedback can be good for career development of employees. The results that are obtained from performance appraisal are used for other human resource processes such as promotion, compensation, training and development.

Performance appraisal among academic staff members can be conducted by performing measurement on the following indicators. The research output is measured by the number of research papers published in each university among academic staff members (Wang, 2010). When the university has more academic staff members who have membership of the research council or editors of Institute of Science Information (ISI) journals it can be a great honour to the researcher and the university (Wang, 2010).

The number of awards received by academic staff members such as Dutch Nobel Price for their research contribution can be used as the measurement for the research performance of academic staff. The academic result of students in the university can also be used to evaluate the performance of academic staff members (Wang, 2010). This can be achieved by measuring the students' attraction rates to study at a certain university. The number of students who graduated in due time and number of hours each lecturer dedicate as the consultation time for their students for them to gain personal assistance from their lecturers (Wang, 2010).

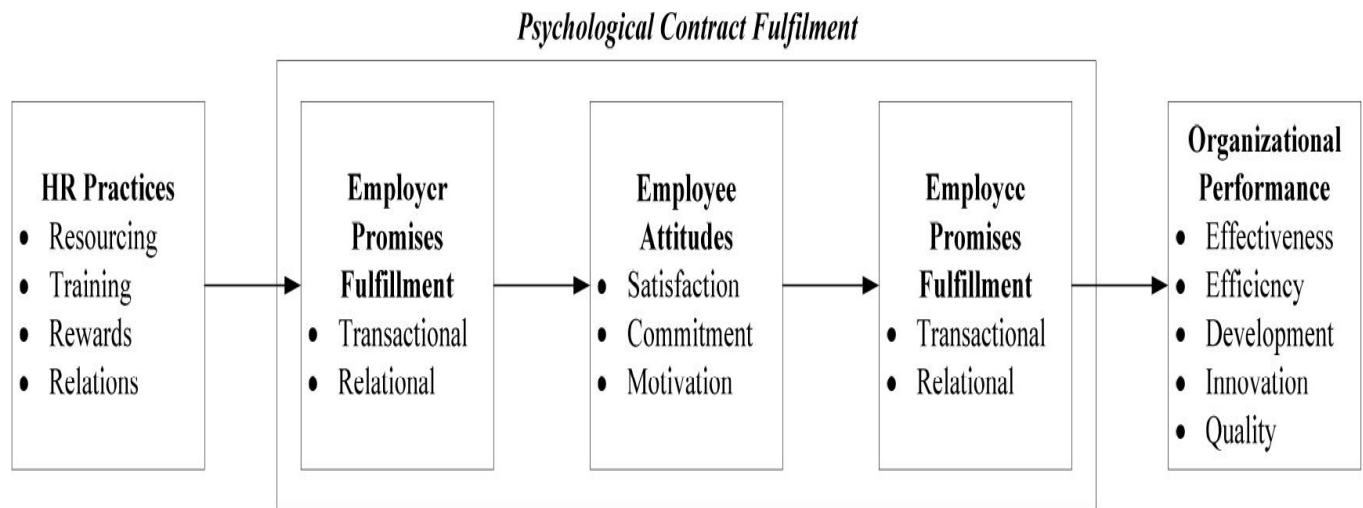
2.11 HR practices and employees performance

Human Resource Management (HRM) is considered as the management of employee within the employment relationship of the employees and employer (Adriaenssens, De Prins, & Vloeberghs (2006) cited in Watzon, 2010). HRM has been considered to place more attention and effort in

investing more on employees such as their wellbeing and satisfaction. The investment that has been done in HRM on employees can be seen in organisation by focusing more on work life balance, work design and maintaining equality and diversity in the workplace. HR practitioners play a crucial role in ensuring the equitable treatment of employees in the organisation to ensure that the interest of the employees and organisation is being protected (Watson, 2010).

Human resource management and wellbeing in the workplace

Figure 2.13



(Watson, 2010)

The wellbeing of employees in the workplace can be viewed as the overall quality of life and experience in the workplace. The relationship between company performance and employees’ wellbeing is complicated. According to Harteret et al (2002) cited in Vanhala & Tuomi (2006) company’s financial resources may be higher as a result of laying off some employees which may result in intensifying work to those who remained. Successful organisations can have the financial capacity to invest in their employees wellbeing (Tuomi & Vanhala 2006). In this view, the interest is on wellbeing at work, to examine the linkage between work concept management and activities (HRM) and organisation performance (Amponsah-Tawiah et al., 2014).

Human resource practitioners have argued that there is no single definition of performance according to human resource management. Performance can mean different things such as improvement in organisation effectiveness, a list of short term and long term outcomes and the

organisation and individual level (Tuomi & Vanhala, 2006). When looking at wellbeing and performance there are three types of factors that one needs to examine. The first is by focusing on the subjective experience and functioning at work. These are influenced by job related experiences such as job satisfaction with pay and promotion opportunities (Amponsah-Tawiah et al., 2014). The other is by looking at the physiological and psychological indicators related to employees' health. The social dimension tend to look at the interaction between employees with their supervisors/ employers in the organisation (Amponsah-Tawiah et al., 2014).

Research also indicates that HR practices can have an encouraging/discouraging impact on employee's performance depending on the nature of the very practise. For example, the issue of flexible working hours is advantageous in most cases but it can also be disadvantageous depending on whether the employee have a choice over their work schedule (Sparks et al., (2001) cited in Amponsah-Tawiah et al., 2014). These HR practices includes training and development, performance appraisal and a fair payment system. Brown (2000) conducted a study that focuses on measuring the correlation among HRM practices and organisational effectiveness, stress among employees and the level of satisfaction among staff members. The result demonstrated positive impact between HR practices such as (employees' communication, recognition and internal career development) and employees' satisfaction (Amponsah-Tawiah et al., 2014).

2.12 Current challenges in HRM and wellbeing

Over the past decade there has been some fewer challenges that employee and employer has been faced with in the workplace as a result of stakeholders trying to introduce new technology in the workplace, while the organisation is still devoted in keeping employees' healthy and performing well (Greenwood, 2013). Changes can be seen based on who is working, when, where and how, for example, recent research has shown an increasing number of migrant workers in various countries. The shortage of skilled workers is one of the problems that organisations are currently faced with which has resulted into the increase of migrants in varies organisation (Greenwood, 2013).

The new development on communication and technology has been the major contribution of the greater freedom of movement for workers. Changes that have occurred on where to work is mostly based on knowledge workers who have been seen as having greater flexibility in terms of where

and when to work (Cooper & Dewe, 2012). Over the past three decades organisations has experienced two major technological changes that has redefined human resource management.

In 1980's the increase in the use of computers in the organisation has transformed HRM and has contributed towards cost reduction and increased efficiency (Kowalski & Loretto, 2017). This has positively contributed towards the improvement of employees' wellbeing. For example, offices are becoming more open and collaborative and that improves the level of social wellbeing in the organisation. Cell phones and social media has helped employees to connect with their work and colleagues from just anywhere making their work to be more efficient (Kowalski & Loretto, 2017).

2.13 The resource-based view and wellbeing

The resource-based view has shifted organisation goal of achieving competitive advantage by focusing on external resources rather the emphasis should be on internal factors such as human capital. Human resource is the kind of resource that is considered to be rare, scarce, specialized, non-substitutable and valuable resource in the organisation (Kim, Park & Shaw, 2013). Organisations can improve their human capital through training and other skill development programs and sophisticated selection process to upgrade the rareness, non-substitutability and inimitability of human resources (Kim et al., 2013).

Human capital have a significant impact in the success of the organisation. The failure by the organisation to recognise the value human capital brings into the organisation can have negative consequences on the success of the business. (Kim et al., 2013). Human capital is different from any other resource in the organisation, they are reactive towards their environment and can choose to leave the organisation if they are not satisfied (Kim et al., 2013). When the organisation is faced with high levels of turnover, an employer will have a challenge in investing resources to train new staff who will serve as a replacement. This will have a negative impact on the performance of the organisation as a whole (Kim et al., 2013).

The Job Demand-Resource (JD-R) model argues that every working environment has its own features that can be divided into two elements, these are job demand and job resource. Job demand refers to the physical and psychological cost for a certain task to be accomplished (Bakker & Derks, 2010). Job resources can be defined as the availability of those physical and psychological resources for the employees to fulfil their duties. Job resources are responsible for reducing the

impact of job demands and their associated cost, and to improve growth, learning and development (Bakker & Derks, 2010).

The human resource processes must be designed to stimulate job resources such as satisfaction for employees' basic needs, opportunity for learning and development in the workplace, autonomy and social support (Bakker & Derks, 2010). These job resources may stimulate employees' engagement and optimal organisational performance. When job demands are too higher than job resources it can result into high levels of stress and other related diseases such as depression and anxiety, headache and heart attack (Bakker & Derks, 2010).

Work engagement is the demonstration of positive fulfilment and motivational state of wellbeing (Van De Voorde, Veld, & Van Veldhoven, 2016). According to Van De Voorde et al. (2016) research has demonstrated that employees who engage themselves with other employees have high level of energy and are enthusiastic about duties at work. These employees demonstrate a better performance with their work and have better health.

2.14 The mutual gains and the conflicting outcome perspectives on HRM and wellbeing

There is a mutual gain perspective and the conflicting outcome perspective about the impact of HRM on wellbeing. The mutual perspective argues that HRM has positive influence on the wellbeing of employees (Van De Voorde et al., 2016). The 'behavioural perspective' is the first model that is being used to explain the positive impact HRM has on employees' wellbeing and performance (Guest, 2017). The behavioural perspective argues that HRM activities are being designed to stimulate those employees' behaviours that result into positive outcome in their performance.

The mutual perspective argues that when the wellbeing of employees are catered for through the support of HRM in the organisation then employees will feel obligated to give their best performance in the organisation. The mutual perception view employees (in terms of employees wellbeing) and employers (in terms of organisational performance) they both benefit from HRM (Van De Voorde et al., 2016). The mutual perspective arguments about HRM and wellbeing is similar to that of social exchange theory, that believe in HRM activities to have an impact in increasing the ability of employees, providing opportunity to participate, and increase motivation (Van De Voorde et al., 2016).

According to the conflicting outcome perspective, HRM activities that enhances employees' wellbeing may not be the one that will maximize the performance of the organisation (Peccei (2004) cited in Van De Voorde et al., 2016). Therefore the enhancement on organisation performance is achieved through the cost on the reduction of employees' wellbeing. The organisation that want to achieve high financial performance can lead to high level of workload among employees (Guest, 2017).

2.15 High-involvement model and employees' wellbeing

The high-involvement model is one of the effective HRM model that has been used to improve social wellbeing in the working environment. Its main focus is based on involving employees in decision making regarding their work (Boxall, 2014). This process enables employees to tap into unused gift and potentials through greater use of employees' skills and opportunity for learning (Boxall & Macky, 2014). High-involvement model enables employees to be involve in decision making concerning their work and this gives them more power and control over their duties. It is the responsibility of the organisation to identify where training and development is needed for employees to participate effectively in decision making processes (Boxall & Macky, 2014).

According to Gallie (2007) cited in Boxall & Macky (2014) high-involvement model has discovered that employee's mental wellbeing are more enhanced when they are experiencing greater level of involvement in decision making processes. When they feel a sense of autonomy and control over their work, their self-esteem improves, and they are more confidence with themselves. Gallie (2007) cited in Boxall and Macky (2014) argue that it is important for organisations to encourage employees to make use of their creativity and develop their potentials overtime.

Ogbonnaya & Wood (2016) maintain that organisations might achieve high-involvement of employees in decision making through the increase in social contacts, heightened understanding of the organisation vision, and inform employees about coordination of activities in the organisation. High-involvement of employees' in decision making increases their level of social satisfaction and self-esteem and they may feel valued by the organisation (Ogbonnaya & Wood, 2016).

Culture is being defined as the way of thinking and acting among a certain group of people in the community. Culture is demonstrated through beliefs, customs, knowledge and values. Culture

shapes the way society functions it is used as a system of achieving goals and solving problems (Ouedraogo & Marcoux, 2012). The applicability of theoretical approaches of HRM in indigenous countries such as South Africa has been criticised. Their main argument is based on the fact that these theoretical approaches of HRM were developed in western continents. When HRM approaches are being applied in other cultural context without being modified there is a high probability of failure (Ouedraogo & Marcoux, 2012).

Leadership has been identified as one of the HRM strategy that can be well applicable in all social and cultural context for the promotion of health programs in the workplace. The role of senior management in the organisation is to create a healthy climate in the organisation that encourages wellbeing among employees. This can be achieved by formulating health programs that can be implemented in the organisation to improve wellbeing among employees (Beckowski, Da Silva, Greyling, Goetzel, Kolbe-Alexander, Milner & Patel, 2013). These health programs must be linked with the organisation strategy that is used to improve the performance of employees. Organisation's health program strategies can be implemented through the enforcement of policies and practises that promote such a climate.

Employees are less likely to engage into any health related initiative in the organisation if they observe that management are not taking the matter seriously (Beckowski et al., 2013). The social exchange theory has been discovered to be one of the HRM strategy that has been positively applied in different social and cultural context. This theory propose that if employees can prioritise HR practises that promote wellbeing such as love, information, good leadership, psychological support and money they can expect a positive response from employees towards the organisation (Guest, 2017). Such positive response has been proven to be applicable even in indigenous countries. This can be achieved through a strong organisation leadership that promotes such positive HR practises (Guest, 2017).

Employees are less likely to engage into any health-related initiative in the organisation if there is lack of commitment from management (Beckowski et al., 2013). The social exchange theory has been discovered to be one of the HRM strategy that has been positively applied in different social and cultural context. This theory proposes that if employers can prioritise HR practises that promote wellbeing such as love, information, good leadership, psychological support and money they can expect a positive response from employees towards the organisation (Guest, 2017). Such

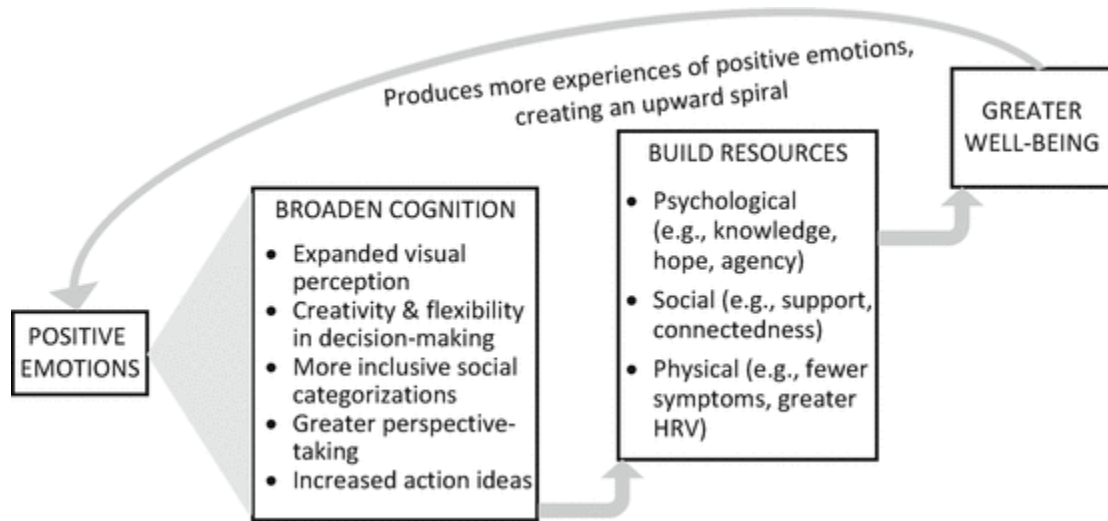
positive response has been proven to be applicable even in indigenous countries. This can be achieved through a strong organisation leadership that promotes such positive HR practises.

2.16 Theoretical framework

As mentioned above positive psychology’s main focus is positive approach of human resource in the working environment (Luthans et al., 2007). Positive psychology is the scientific study of optimal human functioning. Its focus is to advance positive factors which allow for individual, community and society to succeed and flourish (Compton, 2005).

Broaden and build theory

Figure: 4:21



(Fredrickson, 1998)

2.16.1 Broaden and build theory

Broaden and build theory was founded through the formulation of positive psychology. Broaden and build theory was formulated by Barbara Fredrickson (1998) cited in Luthans et al., (2008) and it was linked with psychological capital, subjective wellbeing and organisation citizenship behavior (Luthans, Norman, Avolio, & Avey, 2008).

According to positive emotion new line of thought of action can only be broaden by factors such as love, contentment and interest. These positive emotions can build physical, social, intellectual and psychological resources. These positive resources can enable the individual to deal with difficult situation and improve positive emotions (Nickerson, 2007).

The Broaden and build theory discovered that people perform at their best both physical and cognitive when they are experiencing high level of positive emotions. According to Conway, Tugade, Catalino & Fredrickson (2013) positive emotions can be associated with positive experience and memories. Positive emotions had been associated with subjective wellbeing but the question that one should ask is whether these positive emotions can lead to any short-term and long-term benefit to employees' physical and psychological wellbeing (Conway et al., 2013).

The broaden and build theory is one of the theory that will be used in this research to understand the consequence of subjective wellbeing in short and long term period. This theory can be fully understood by separating it into two elements and these are the broaden effect which looks at the cognitive flexibility and build effect that argues about the lifespan development (Conway et al., 2013).

2.16.2 The broaden effect

The broaden effect argues that positive emotions broaden individual thought and actions. Positive emotions broaden our line of thinking through the expansion of our attention, facilitate flexible thinking and encourage creativity in decision making process (Smith, Tong & Ellsworth, 2016). These experience in return allow for psychological (Flourishing and mindfulness), social (Social connections) and physical (heart rate indices) growth (Smith et al.,2016).

Attention is one of the factor that has been associated with broaden effect and it indicate that when individuals are faced with the threatening situation they tend to narrow their attention and selectively attend to negative emotions (Conway et al., 2013). Fear and anxiety is one of the negative emotions which has been found to narrow individual attention. Positive emotions has an impact on our attention as well but its effect is contrary to that of negative emotions. Positive emotions do not narrow our attention but its broaden them (Conway et al., 2013). It does this by stimulating our willingness to learn and receive other range of experiences.

Cognition is another factor that is influenced by the broaden effect. The expansion on attention also improves cognitive flexibility and creativity by the improvement of our self-efficacy. According to Schutte (2014) self-efficacy can be defined as the confidence we have on ourselves to bring the desired outcome. Such self-efficacy outcome can be based on having a strategy in solving a problems or engaging into healthy behavior such as exercise.

Resilience is one of the cognitive effect of positive emotions and it can be defined as the ability of the individual to cope and bounce back from negative experiences (Luthans et al., 2008). It is also defined as the ability to adapt and adjust to changing environment over the life course. Resilience individual have more ability to manage stressful situation by inhabiting in positing emotions to recover from a difficult situation (Smith et al., 2016).

Social cognition is the last broaden effective considered to be influenced by positive motions. Social cognition is based on how the individual view themselves in social context. Broadening in creativity influence individual's ability to process social information through the expansion of our interpersonal scope (Conway et al., 2013).

Social cognition enables individuals to identify their similarities in their characters and diminish perceive differences by the expanded view of self and others. This is caused by the present of positive emotions influencing individuals to engage with their environment to learn more, pursue their goals and develop more skills (Baranik & Eby, 2016).

2.16.3 The broaden and build theory and wellbeing

The main focus of the broaden and build theory is to advance the wellbeing of the individual. Research has demonstrated that positive emotions does contribute towards the individual having a happy and fulfilled life (Conway et al., 2013). The strength of positive emotion is to build optimal mental health and flourishing. Flourishing is being defined as when one is free from mental concern and they are satisfied with their life and functioning according to their best of ability which result into good physical health (Conway et al., 2013).

Flourishing demonstrated a high level of mental health and the absence of mental problems such as depression, anxiety and substance abuse (Baranik & Eby, 2016). The correlation between positive emotion and depression is so strong that the defining characteristic of depression is the

lack of positive emotion. The application of positive psychology has been demonstrated as one of the fundamental use to treat depression (Baranik & Eby, 2016).

According to Fredrickson (1998) cited in Luthans et al., (2008) in the working environment positive emotions has been associated with low level of stress and burnout. According to the broaden and build theory positive emotion has a positive influence on individuals ability to manage future threat, enhance growth and reliance (Luthans et al., 2008). The broaden and build theory is the suitable theory for this study since its discovered that people perform their best both physical, psychological, mental and social when they experience high level of positive emotions. This research is based on assessing the influence of physical, psychological, mental and social wellbeing on academic staff performance. This theory gives a better understanding on how its main elements which are broaden effect and build effect has an impact on performance.

The broaden effect argues that positive emotions broadens our line of thought and actions (Smith, Tong & Ellsworth, 2016). These can improve creativity, expand our attention and lead to employees making better decisions in the workplace. Self-efficacy is one of the broaden effect that can enable employees to solve problems that occurs at work. Social wellbeing is another significant element the researcher intends to look at in this study. The broaden and build theory has argued that social cognition is one of the broaden effect that is influenced by positive emotions. Social cognition can enable employees in the workplace to work effectively with one another, learn from each other and recognize each other's strength more than weaknesses.

2.17 Maslows Hierarchy of Needs

The Maslows hierarchy of needs was another theoretical framework that the researcher could have used for this study. This theoretical framework has five motive level which are physical needs, safety need, love and belonging, esteem and self-actualization need. Maslow hierarchy of need is based on the assumption that the fulfilment of each higher motive can only be fulfilled if lower motives are satisfied (Neubauer & Martskvishili, 2017). Figure 4.22 is a demonstration of Maslow hierarchy of need.

The Maslows Hierarchy of needs

Figure: 4.22



(Neubauer & Martskvishili, 2017)

Physical wellbeing is the first important need illustrated by Maslow and it is the need for water, proteins, minerals and vitamins, oxygen and calcium, the need to have sex, sleep and have rest (McLeod, 2007). Physical wellbeing is considered as the absence of illness or disease. Safety need is a need for one to feel protected by having security, order, law and stability. Love and belonging according to Maslow hierarchy of needs is the social need that is satisfied by having a sense of belonging, affection and loved from colleagues, family, friends and romantic relationships (Neubauer & Martskvishili, 2017). Esteem need is the type of need that is based on having a sense of dignity, achievement and a reputation (Neubauer & Martskvishili, 2017).

Self-actualization is based on people's inherent growth tendencies, realisation of self-potential and reaching self-fulfilment (Neubauer & Martskvishili, 2017). The reason why the Maslow hierarchy of need was not used in this study is because it only illustrates the different types of human needs and how they are interrelated with each other. This conceptual framework does not explain how the fulfilment of each higher motive can influence performance. This conceptual framework cannot be used to accomplish the goal of this research which is based on finding the relationship between wellbeing and academic staff performance.

2.18 Two-factor theory by Herzberg

The key emphasis of Herzberg theory of motivation is the fact that they are factors that leads to positive attitudes and others that lead to negative attitudes. The two-factor theory is divided into

two category and the first element is considered as the need for growth or self-actualization (Alshmemri, Shahwan-Akl & Maude, 2017).

The self-actualization factor is considered as the motivational factor which includes the recognition, advancement and possibility for growth. The other category is known as hygiene factor and it is considered as the human need to avoid unpleasantness (Alshmemri et al., 2017). The hygiene factor in the organisation includes company policies, salaries and interpersonal relations with colleagues. Herzberg consider motivation factor as intrinsic that is based on increasing and improving job satisfaction. The hygiene factor is considered as the extrinsic because its focuses on reducing factors that leads to job satisfaction (Alshmemri et al., 2017).

The two-factor analysis could also not be well applicable in this study because the motivational factor that is considered as intrinsic is related to a person's job satisfaction. There are numerous factors that lead to job satisfaction in the workplace such as possibility for growth, the work itself recognition and achievement. Therefore, this element does not look at wellbeing as the underlining factor that leads to employee having a positive attitude towards their work. Although the hygiene factor does look at the external factors that reduces job dissatisfaction such as interpersonal relationships and the working environment. This theory fails to explain how does minimizing these factors which can lead to job dissatisfaction has an influence on the performance of employees. These two main elements of Herzberg two-factor analysis do not address all level of wellbeing which are physical, mental, psychological and social wellbeing.

By looking at the above literature it is very clear that most of the studies conducted by researchers which looks at different type of wellbeing have been conducted among Nigerian universities, New Zealand, Malaysia and among UK and Australian universities. Literature has indicated high level of anxiety and depression among academic staff in these universities due to high level of workload. The researcher found that very fewer literature is based on South African universities which looks at the level of wellbeing among academic staff. The literature the researcher was able to identify that was based on addressing wellbeing among academic staff at UKZN was based on HIV/AIDS programs promoted at the university. Cancer awareness day was another health program that was promoted at UKZN to encourage staff and students to be conscious of their health state. By looking at the above literature it is clear that more research still need to be conducted that looks at all level of wellbeing among South Africa universities. Another gap that has been identified in this literature

is the fact that even among universities where the different type of wellbeing were studied, these studies did not explain how will this have an impact on the performance of academic staff. This gap will clearly be addressed in this study by examining the different type of wellbeing among academic staff and looking at their impact on the performance of academic staff.

2.19 Conclusion

This literature has clearly defined the different type of wellbeing such as physical, psychological, mental and social wellbeing. It has also looked at the various factors that has been the main threat to these wellbeing among employees in the organisation. It has also illustrated the different types of wellbeing programs that has been implemented in various university such as the University of KwaZulu-Natal. This literature has also revealed the gap in indigenous countries such as South Africa that more research needs to be conducted to explore all levels of wellbeing among employees in the organisation. This literature has also looked at three types of theories which are broaden and build theory, Maslow hierarchy of needs and the two-factor analysis. This literature has demonstrated clearly why this research used the broaden and build theory instead of the other two theories.

CHAPTER 3: The research methodology

3.1 Introduction

Research methodology can be defined as the system or technique used in an area of study that has multiple or alternative approaches, especially in a scientific study (Neuman & Robson, 2014). Methodology theory is about what lies behind the techniques and procedures that are applied in a particular study (Neuman & Robson, 2014). These techniques and methods are guided by myths and beliefs about the nature of reality and they are used to construct multiple research methods (Punch, 2013). These beliefs and assumptions people have about their reality are influenced by what we call paradigm in research methodology (Punch, 2013).

3.2 Paradigms and research methodology

During the late 20th century there was a debate ranging among researchers regarding the superiority of one paradigm over the other (Taylor & Medina, 2013). According to Taylor & Medina (2013) no paradigm is more superior over the other this means all have equal importance. Each paradigm is different from the other because they have a specific purpose through the unique knowledge they bring to the field of research (Taylor & Medina, 2013). According to Plowright (2011) paradigms refers to the system of thinking/ideas or theoretical principles that influence our way of thinking about the issues of life.

Paradigms are considered as a set of values, assumptions and believed that a community embraces on faith with no ultimate truthfulness (Guba and Lincoln, 1998 cited in (Plowright, 2011). Plowright (2011) further argued that the philosophical understanding of paradigm is that it contains an internal or external view about the nature of reality. Willis (2007) cited in (Taylor & Medina, 2013) argues that a paradigm is an inclusive perspective about reality that guides research and practices in the field (Taylor & Medina, 2013).

The three fundamental questions of a paradigm by (Neuman & Robson, 2014).

1. What is reality? (Ontology)
2. What association does the researcher has with reality? (Epistemology)
3. What approaches the researcher can use to study reality? (Methodology)

3.3. Types of paradigms in the field of research

Paradigms are considered as a set of beliefs among a group of people (Plowright, 2011). There are three different types of paradigms this research will look at, these are positivism, interpretivism and constructivism.

3.3.1 Positivism

Positivism is considered as a naturalist paradigm because it has a scientific background. The naturalist paradigm understands the world as having the ontology reality, which is an existence that is independent of human perception or interpretation of reality (Plowright, 2011). This naturalist paradigm permits the researcher to have an objective understanding about reality. This allows for universal interpretations and laws to be formulated and associated with certain social phenomenon. Positivist paradigm argues that the main reason for conducting research is to formulate these universal laws that will enable the society to have better understanding regarding these social phenomenon (Plowright, 2011).

Auguste Comte (1798) is the founder of positivist school of social science and the author of the term sociology (Bernard & Bernard, 2012). According to Comte (1798) cited in (Bernard & Bernard, 2012) the positive stage of human knowledge can only be reached when individual rely on empirical information. This will enable scholars to develop scientific laws that will help the society to explain phenomena that take place in society (Bernard & Bernard, 2012). Comte argues that they are three fundamental ideas of positivism, the first is the fact that scientific methods are the only effective way of producing knowledge about the natural world. The second is the fact that scientific knowledge is the only effective source that we can use to control nature. Lastly, scientific knowledge can be used to improve human lives (Bernard & Bernard, 2012). Positivism applies the rationalism perspective which is the idea that people achieve knowledge because of their capacity to reason.

Positivism argues that it only through observation and objective reasoning that natural laws can be formed about the reality. These natural laws can be used in universities as the basis of research to formulate and test theories (Taylor & Medina, 2013). Positivism paradigm is mostly applicable in fields such as physical science, natural science and to some extent social science. Quantitative methods have standards that are taken from the philosophical roots of positivism paradigm. Post-

positivism paradigm uses the same principles the only difference is that it allows the researcher to build rapport with the participants before the research is conducted (Taylor & Medina, 2013). This allows a positive flow of communication between the researcher and participants when the research is being conducted.

3.3.2 Interpretivism

Interpretivism focuses on meanings that people bring to their situation and behaviours that they tend to use to make sense of their social phenomenon, these interpretations are essential to understand behaviour (Punch, 2013). Interpretivism trace its roots from Protagoras philosopher who argued that ‘everything is measured by man’ this entails that truth is not absolute, but it is decided by human judgement (Punch, 2013).

A scholar named by Ferdinand C.S schiller (1864-1937) is the European humanist leader who revolted against positivism. He argues that scientific studies are methods that are produced through the thought of human, positivist ideas are made out of human beings (Bernard & Bernard, 2012). Interpretivism is committed to understand human values, believes and feelings to achieve insight into the nature of human experience. Interpretivism put more value into the unique interpretation that people bring about a phenomenon (Bernard & Bernard, 2012).

The interpretivism paradigm allows the researchers to view the world through the perceptions and experiences of the participants. The researcher who follows the interpretivism paradigm uses those experiences to construct and interpret his understanding about the phenomenon from gathered data (Thanh and Thanh, 2015). The interpretivism paradigm support scholars to explore and interpret their world according to the meaning and understanding of individuals.

According to the interpretivism paradigm it is crucial for the researcher to understand the context in which the research is been conducted for the interpretation of data that is gathered. It main emphasis is the fact that reality is socially constructed and will never be fully understood unless the researcher is willing to study the context in which the research is conducted in (Thanh and Thanh, 2015).

It is understood by researchers that the interpretivism paradigm is mainly used in qualitative research. Interpretivism tend to favour qualitative research methods by the use of case study and ethnography. According to Willis (2007) cited in (Thanh and Thanh, 2015) qualitative approaches often give rich reports that are necessary for interpretivists to fully understand contexts. Interpretivists do not use the research method that tend to offer objective information.

According to McQueen (2002) cited in (Thanh and Thanh, 2015) it view the world through the interpretation and meanings that people put into its. They choose individuals who have their own interpretation of reality to encompass the worldview, that is why quantitative methods are not the preferable method to be used in interpretivism (Thanh and Thanh, 2015).

This study will be a combination of both positivism and interpretivism paradigm. Positivism as mentioned above is the naturalist paradigm which enables the researcher to have an objective view about the phenomenon being studied. Its enables the researcher to make universal laws about social events based on the findings of the study (Plowright, 2011). The researcher conducted a quantitative study for the purpose of gaining an objective view about the phenomenon and generalising the result to a larger population.

The interpretivism paradigm was also used in this study by the researcher to conduct the qualitative study. As argued above that interpretivism is based on meaning and interpretation that people makes about their social phenomenon (Punch, 2013). The researcher in this study is interested to receive the individual thought, ideas and perspectives about the phenomenon being studied.

3.4 Types of research approaches

Mixed method research is based on gathering information, analysing and interpreting data, using both qualitative and quantitative research methods into a singular research study. The mixed method principles of combining both quantitative and qualitative method will be applied in this study.

3.4.1 Quantitative method

A quantitative method is the type of research method that has the philosophical root in natural science and upholds the positivist perspective (Creswell, 2014). Quantitative research focuses on adopting objective measurement scales, presenting information in numbers, and subjecting the

information into statistical analysis in order to draw inferences (Creswell, 2014). Data collection procedure is less time consuming compared to qualitative research since it does not use numerous participants in the study.

The quantitative research began with the researcher choosing a specific topic. Once the researcher has chosen their research topic, they must narrow it down and choose specific research objectives their study will be based on. This may require that the researcher carefully review literature and develop hypothesis and theory that can be used to set the direction for the study (Choy, 2014). Designing quantitative study requires that one makes a decision about the type of sample that must be used for the study and the research techniques such as questionnaires and experiments to be employed (Neuman, 2006, cited in (Choy, 2014).

Brannen (2017) argues that quantitative research isolate and defines variables and variables categories. These variables are then linked together and are used to formulate a hypothesis, and these hypothesis are tested upon the data that is collected (Brannen, 2017). In quantitative research there is less flexibility and reflexivity since the instrument that is used to collect data is a predetermined. Quantitative research is considered as associated with enumerative induction. Enumerative induction's main goal is to discover how many, or what type of people within a population have a certain characteristic in which the sample used for the study will be taken (Brannen, 2017). The main objective is to gain clarity and understanding concerning the relationship between variables the study intends to research, including the population that will be studied.

3.4.2 Qualitative method

Qualitative methodology is now a well-established mode of inquiry in various fields such as health science, social work, education and social science. The qualitative researcher works with non-numerical data to gain the meaning and interpretation people place in social phenomenon (Marshall & Rossman, 2014).

Characteristics of qualitative research: (Rossman and Rallis, 2012 cited in (Marshall & Rossman, 2014).

1. Qualitative research embraces the natural settings of the environment.
2. Qualitative research emerges and changes rather than firmly prefigured.
3. Qualitative research is essentially interpretive.
4. It also draws on multiple methods which acknowledges the humanity of participants.

In history qualitative methodologists developed typologies to organise the field. Twenty-five years ago Jacob (1987, 1988) made a description of six qualitative tradition and these are human ethnography, cognitive anthropology, holistic ethnography, ethology, ecological psychology and symbolic interactionism (Choy, 2014). Qualitative research is based on the philosophical approach that describe and analyse the meaning of individual lived experience. The manner in which people analyse, describe and interpret their daily social phenomenon is the main interest of qualitative research (Marshall & Rossman, 2014). This approach has derived from the Germany philosophy of phenomenology and it typically involves in-depth interview on individuals that had a personal experience with the phenomenon of interest (Marshall & Rossman, 2014).

Qualitative research method focuses on having a more in-depth information about the phenomenon by applying a subjective view on the reality being studied. Qualitative research favours the data collection process of natural observation and interviewing (Smith, 2015). Qualitative research collect data in its naturalistic verbal report using interviews, transcripts and written account. It focuses on interpreting and finding meaning on each piece of text rather than its numerical properties (Smith, 2015). Qualitative research method emphasis is to provide the reader with descriptive data that could be demonstrated in writing and spoken words (Taylor, Bogdan, & DeVault, 2015).

Qualitative research applies a sense of closeness and minimize the use of controlled conditions. They tend to question the existence of objective reality and they put more emphases on subjective meaning when interpreting the social phenomenon. The qualitative researcher must be open minded, flexible and be a sensitive instrument of inquiry who is able to make on the spot decisions (Padgett, 2016).

According to (Marshall & Rossman, 2014) qualitative researcher must continuously reflect on who they are when conducting research. They must be aware of their own identity, beliefs and values on how these may shape the study. Debate has occurred with regard to the relationship between qualitative research and theory. The main argument is based on whether the qualitative researcher should allow theory to drive the study, but this may deprive what qualitative methods do the best. Qualitative research that has no prior conceptualisation risk the fact of being irrelevant (Padgett, 2016).

Advantages and shortcomings of quantitative and qualitative research

According to (Choy, 2014) there are fewer main advantages of administering quantitative research. The quantitative research method allows for a large quantity of members to be used in the study since it mostly uses close-ended questionnaires and other instruments such as experiment to collect data. Therefore its support the external validity of generalising the result taken from the research (Creswell, 2014). Quantitative research is administered and analysed faster because the researcher can receive the feedback from the participants in a short space of time. The numerical data gained from this approach facilitates comparison of agreement or disagreement between organisations or groups (Choy, 2014). Quantitative research does also have its shortcomings. There are numerous characteristics of people such as beliefs and perception that cannot be reduced to numbers. Quantitative research may fail to provide us with the in-depth information about the phenomenon that is been studied (Choy, 2014).

Qualitative research also has its own benefits. Firstly, qualitative research provides us with a more descriptive information about the participant's feelings, opinions and experiences, that enables the researcher to have a meaningful interpretation of the event (Denzin, 1989 cited in (Raju, Moghal, Dewan, Amin, & Billah, 2013). Secondly, qualitative research method understands the human experiences in specific settings. It is understood as an ideographic research that focuses on studying human life experiences and these includes people's feelings, voices and messages (Raju et al., 2013).

Thirdly, qualitative research methods make use of tools such as participant-observation, unstructured interviews and direct observation to collect data. In qualitative research method the researcher must build rapport with the participants to gain their trust, this will enable the

respondents to share their thoughts, feelings, interpretation and understanding of the phenomenon openly (Raju et al., 2013).

Qualitative research on the other hand have its shortcomings as well. The main focus of qualitative research is to gain in-depth information about the phenomena been studied. It can be time consuming for the researcher to gain such information from the participants and certain issues can be overlooked during the study. The personal experiences and beliefs of the qualitative researcher can also affect their interpretation and conclusion of phenomenon being studied (Choy, 2014).

Research that involves the testing of ideas against observation is called the deductive process (Lewis, 2015). It also includes the development of ideas from observation, and that process is called the inductive process. Quantitative research involves the process of deductive oriented research while qualitative methods often use inductive oriented research (Lewis, 2015). The main reason of mixing qualitative and quantitative research in one research project is to gain the unique strength of each methodological approach and obtain the best information. Mixed Method occurred as the result of combining both quantitative and qualitative research (Lewis, 2015).

The origin of mixed method research

The concept of mixed method research was first introduced by Jick (1979) cited in (Kidd, Ostlund, Wengström, & Rowa-Dewar, 2011) as the means of seeking the bridge between quantitative and qualitative methods in social science (Kidd et al., 2011). The mixed method research is called 'third methodological movement' after the development of the quantitative and qualitative research methods. The mixed method research is considered as the design which includes both the qualitative and quantitative research method in data gathering and analysis process (Tashakkori & Teddlie, 2010). The first definition of mixed methods define this research approach as the process whereby the researcher collect, integrate the findings and analyse the data using both the approaches of quantitative and qualitative research (Tashakkori & Teddlie, 2010).

Plowright (2011) argues that mixed method is whereby the researcher gathers the information and integrate findings for both qualitative and quantitative data (Plowright, 2011). Mixed method enables the researcher to confirm quantitative measures with qualitative experience. The mixed methods approach emerged due to the limitations of adopting either quantitative or qualitative research in isolation (Onwuegbuzie & Collins, 2007). It was formulated as the result of the paradigm war that exist among qualitative and quantitative methods (Onwuegbuzie & Collins,

2007). The ability of mixed method to capitalize the strength of quantitative and qualitative research has increased recognition and the value researchers place on this research method (Onwuegbuzie & Collins, 2007).

The focus of mixed methods is based on the need to overcome the limitations of using the single design. There are two types of mixed method that has been identified by (Lewis, 2015) and these are inter-method and intra-method mixed method. The inter-method make use of two or more methods such as questionnaire and observations in a single study either at the same time or sequentially. While the intra-method signifies the mixing of quantitative and qualitative component in a singular research method such as questionnaire or observation (Lewis, 2015).

There are two main objectives of mixed methods that has been identified by Thurmond (2001) cited in (Dunning, Williams, Abonyi, & Crooks, 2008) and these are confirmation and comprehensive. Confirmation of mixed method is whereby the data obtained from quantitative data is used to confirm qualitative data by the use of statistical techniques (Dunning, Williams, Abonyi, & Crooks, 2008). Comprehensive is the second goal of mixed methods and its focus on combining data gained from quantitative and qualitative research for the determination of having a complete and detailed overview of the phenomena (Dunning et al., 2008).

Four types of mixed method design

There are four different types of mixed methods that will be addressed in this study which are essential for one to understand when conducting a mixed method research (Creswell and Clark 2007 cited in (Venkatesh, Brown, & Bala, 2013). This study is more based on triangulation mixed method design which will be further discussed below.

- 1. Triangulation-** This is when the researcher merges qualitative and quantitative data to gain more understanding of the project been studied.
- 2. Embedded-** This is when the researcher applies qualitative or quantitative data to answer research questions within a largely qualitative and quantitative research.
- 3. Explanatory-** This happen when qualitative data is being used in the study to explain quantitative data.

- 4. Exploratory-** This is when quantitative data is collected for the purpose of testing and explaining the relationship found in qualitative data.

Purposes of conducting mixed method

Exploration

This is the first stage whereby the researcher's focus is on retaining more insight information about the complexity of the phenomenon being studied. This is a basic phase of research where we achieve an investigative qualitative case study (Bentahar & Cameron, 2015).

Triangulation

Triangulation can be considered as one of the purposes of mixed method research. According to Denzin (1978) cited in (Bentahar & Cameron, 2015) triangulation is considered as the mixture of both quantitative and qualitative method in the same study. It enables the researcher to support and compare the result that has been generated from both methods and ameliorate internal and external validity (Bentahar & Cameron, 2015). Triangulation was achieved in this research by using both quantitative and qualitative research method to collect data. The quantitative and qualitative data that was collected were analysed and interpreted to understand the influence of wellbeing on the performance of the academic staff members. The qualitative data was used to support or justify the quantitative result, to gain a more in depth understanding about the phenomenon being studied.

Transformation

Transformation of knowledge is one of the fundamental purpose of mixed method. It is based on transforming qualitative information into numerical codes to be able to statistically analyse it, or to transform quantitative data into narrative data so it can be qualitatively analysed (Bentahar & Cameron, 2015).

The values of mixed method research

Mixed method research reports the exploratory and confirmatory questions in a singular study by combining both the qualitative and quantitative methods. Mixed method research has been identified to have the ability to provide solid interpretations compared to a single method (Teddlie and Tashakkori, 2009, cited in (Venkatesh et al., 2013). Mixed methods research leverages the complementary benefits and non-overlapping weaknesses of qualitative and quantitative methods.

This will enable the scholar to retain greater knowledge and insight with regard to the social event being studied (Venkatesh et al., 2013). Hurmerinta, Perltomati and Nummela (2006) cited in (MCKim, 2017) looked at mixed method in the business perspective. Studies that uses mixed method research has a more in depth, broader and deeper understanding of the phenomenon than research that uses only one research method.

The integration element is another important value of mixed methods. Mixing quantitative and qualitative research methods enables the researcher to have more confidence with the result of the study (O’Cathain, Murphy, & Nicholl, 2010). Mixed method research has been identified as the only way to be certain about the findings and interpretation of the result. Mixed method has also been identified to help researchers to cultivate more ideas about the future studies that need to be conducted (Venkatesh et al., 2013). Finally, mixed method provides the chance for a better collection of opposing and complementary views. When the researcher is conducting a mixed method research they could identify contradictory and complementary conclusions, from the findings of qualitative and quantitative research about the phenomenon (Venkatesh et al., 2013).

Three methods of mixed method in research

There are three methods that researchers can use when conducting a mixed method research according to (Johnson, Onwuegbuzie and Turner, 2007 cited in (Mayoh & Onwuegbuzie, 2015). The first is **equal-status mixed method**, and this is when equal prominence is given to both quantitative and qualitative component. The second is the **qualitative-dominant mixed method**, here the qualitative data dominate the study, the priority is given to qualitative elements. Lastly is the **quantitative-dominant mixed method**, and it is when quantitative research dominate the study and the priority is given to quantitative elements (Mayoh & Onwuegbuzie, 2015).

The kind of mixed method that will be applied in this study is called the **quantitative- dominant mixed method**. The quantitative dominant mixed method enables the researcher to make use of hypothesis testing that will enable the researcher to set the direction for qualitative study and provide opportunities for triangulation. This model allows the scholar to have a more detailed information about the phenomenon that is being studied and the outcome obtained in such a study can be generalised to a larger population (Mayoh & Onwuegbuzie, 2015). The quantitative dominant mixed method will verify that explanatory research is conducted with a certain level of relevance. This will be achieved by collecting data within those individuals who have the relevant

experience the research intend to study (Mayoh & Onwuegbuzie, 2015). Research has discovered that very fewer mixed method studies has been conducted using quantitative dominant mixed method, this mean that the qualitative phase remained dominant within the research (Mayoh & Onwuegbuzie, 2015).

The researcher chose mixed method technique for this research because it will ensure that quantitative and qualitative analysis will be used to receive the numerical and narrative interpretation of the data that has been collected (Morse, 2016). Mixed method research draws its strength from both the world perspective of quantitative and qualitative method. This is achieved by the researcher recognising the existence of an objective world and the subjective human experiences (Kidd et al., 2011).

Adopting mixed method research allows the scholar to gain more in depth understanding about the phenomena being studied, through the process of multi-traits (Tashakkori & Teddlie, 2010). There has been an increase in the demand for scholars to shift from research that is motivated by formulating new theories, to a research that meet policy makers and resolve social issue (Kidd et al., 2011). Mixed method research has also been recognised for its capability to be applied in pragmatic issues.

Quantitatively, the researcher is interested in capturing the quantifiable reality to recognize the correlation among wellbeing and academic staff performance. Such information was also used to assess the correlation between wellbeing programs that are currently being implemented in the university and the impact they have on academic performance. The researcher was interested in collecting qualitative data from the participants to gain a more in-depth information about the impact of wellbeing programs on academic staff performance. The participants were able to discuss other factors that have an impact on their wellbeing other than the ones addressed by the researcher in the study. The use of mixed method enabled the researcher to explain the findings of quantitative research and to generalise the result to a larger population.

3.5 Study site

The University of KwaZulu-Natal (UKZN) have five campuses, but this study only focused on two campuses which are Westville campus and Howard College. The first reason why these two campuses were chosen instead of the others is because of the transportation issue. It will be less costly for the researcher to travel to these two campuses since there are free university buses that

travel from Howard College to Westville campus. The proximity distance is another motivation as to why the researcher prefers to use these campuses.

The researcher had studied in both these campuses and is currently completing a Master's degree at Westville campus. Therefore, the researcher is more familiar with the procedures and processes that need to be considered for data collection. The researcher is also familiar with the facilities of both campuses, such as the administration and faculty offices where the questionnaires will be distributed.

3.6 Target population

The target population refers to people or items, that have similar characteristics, the researcher intend to study (Bhattacharjee, 2012). It is from that population the result of the study will be generalised too. The members of the population whose characteristics are to be measured are called elementary units. It is from that same population the researcher recruit the participants of the study (Levy & Lemeshow, 2013). The systematic sampling technique was used to recruit the participants for the study from Howard College and Westville campus. These two campuses have numerous colleges and schools in one campus compared to the other UKZN campuses that will not be used for this study. Howard college and Westville campus has 4 colleges and 19 schools. The target population of respondents on both campuses is 565 academic staff members. It is from this population that the sample was drawn.

3.7 Sampling methods

Sampling method can be considered as the statistical procedure of selecting a sample from a population the researcher intends to study for the purpose of making a statistical inferences about the population (Neuman & Robson, 2014). When conducting a research, it can be difficult for the researcher to recruit the whole population to be part of the study. The researcher will have to withdraw a small number of individuals from the target population to be included in the research (Neuman & Robson, 2014).

When the characteristics of the sample that is chosen are comparable to that of the target population the researcher can generalise the findiings of the research. This is because the outcome that is obtained from the sample is understood to be similarly true about the target population (Alvi, 2016). Research consist of two types of sampling methods, that are called probability and non-probability sampling methods. This study is a mixed method research therefore it will make use

of both the probability and non-probability techniques to collect the data (Neuman & Robson, 2014).

3.7.1 Probability sampling method

Sample survey is divided in two elements, these are probability and non-probability sampling method. The probability sampling method is applied when conducting the quantitative research. Probability sampling method allows for every element and case of the population to have the same probability of being selected to participate in the study (Neuman & Robson, 2014). This is because it uses a random selection process when choosing participants that will be part of the study. The fundamental emphasis of this sampling method is to select elements which reflect characteristics of the population. The researcher will be able to generalise the result to a larger population (Neuman & Robson, 2014). This research used a systematic sampling technique to recruit the sample that was used for the quantitative aspect of the research.

Advantages and disadvantages of probability sampling method

According to Alvi (2016) probability sampling decreases the possibility of systematic errors, and sampling biases. Alvi (2016) argues that a true representative sample of the target population is produced through probability sampling and inferences that are drawn from the sample are generalised to the target population. However, probability sampling have its own limitations. The technique is considered, time consuming, expensive and requires a lot of effort.

Types of probability sampling methods

Simple random sampling

In this type of sampling method, every element in the sample has an equal chance of been selected to be part of the study (Mbugua, 2017). This sampling method has been argued to have a high internal and external validity and the data is easy to analyse. The disadvantage of using this sampling method is that the sampling frame is required before it can be administered and the sampling error is relatively high (Acharya, Nigam, Prakash & Saxena, 2013).

Stratified sampling

Stratified sampling method is when the elements of the population are divided into sub-groups that have similar characteristics such as gender, age, ethnic group and education (Mbugua, 2017). A random sample will be selected from each sub-group to ensure a representative of all groups in the

sample needed (Acharya, Nigam, Prakash & Saxena, 2013). The disadvantage of using this sampling method is the fact that stratified list are expensive to formulate.

Cluster sampling

This is considered as a two way process whereby the population is divided into clusters that could be based on geographic areas, universities and schools (Levy and Lemeshow, 2013). The clusters are selected randomly and all the individuals from that cluster form part of the sample. Cluster sampling requires a larger sample size (Acharya, Nigam, Prakash & Saxena, 2013).

A systematic sampling method

In systematic sampling the first element is selected randomly than the subsequent subjects are selected by a systematic process (Acharya, Nigam, Prakash & Saxena, 2013). This sampling method uses a sampling frame that is ordered according to criteria and a calculated interval is used to select the elements (Bhattacharjee, 2012). In this sampling method every kth item is selected which is determined by dividing the number of items in the sampling frame by the desired sample size (Acharya et al., 2013). The formula for calculating the interval is $K = (\text{Number of population} / \text{sample size})$ (Creswell, 2014). The internal and external validity of using this sampling method is relatively high and it has also been considered to have a moderate cost (Acharya et al., 2013).

The systematic sampling method is the most appropriate sampling technique for this study because the university already have a record of academic staff members for every UKZN campus. Conducting a systematic sampling method will be more convenient and less time consuming for the researcher. The list where the participants will be taken from also consist of the contact details of academic staff members making it easy to contact them to inform them about the study.

This sampling technique will also enable the researcher to select the sample consisting of heterogeneous features. This is be beneficial to the study because it will ensure that all parts of the population are represented in the sample. This enable the study to be less bias and for the result to be generalized to the rest of the population.

3.7.2 Non-probability sampling

A non-probability sampling method is used when one is conducting qualitative research. The non-probability sampling method have different features than that of probability sampling method. A

non-probability-sampling method is often adopted when some units of the population have zero chances of being selected to participate in the study (Neuman & Robson, 2014). This is because it uses a non-random criteria to select its participants. For example, a convenience sampling method cannot be generalised to the entire population. The non-probability sampling technique was used to collect the qualitative data for this study (Neuman & Robson, 2014).

The non-probability sampling methods are normally used in market research and public opinion surveys. Probability sampling methods is known for being time consuming and expensive to conduct and may not be well applicable in all situations. Non-probability sampling method is also identified as judgemental sampling method (Levy & Lemeshow, 2013).

Advantages and disadvantages of non-probability sampling method

The technique requires less effort, less time complete because of the small sample that is used and it is less costly than the probability sampling technique (Alvi, 2016). However, this sampling technique is criticized for encountering systematic errors and sampling biases. The sample will not be a true representative of the population and inferences drawn from the sample cannot be generalised to the entire population.

Types of non-probability sampling method

Convenience sampling method

Convenient sampling method is whereby the researcher recruits the sample to participate in the study based on their availability to participate. In such a sampling method we sample based on the willingness of the participants to participate in the study (Trochim, Donnelly & Arora, 2015). This includes man who are walking in the street or interviews that are randomly conducted on television. The problem with this sampling method is that there is no evidence that these participants are a true representative of the population (Trochim, Donnelly & Arora, 2015).

Quota sampling method

Quota sampling method is a form of sampling technique whereby the scholar chooses participants non-randomly but on an already designed fixed quota. This kind of sampling method is divided into two collections and these are proportional and non-proportional. Proportional sampling focuses on having the major characteristics of the population to be represented in the sample. This is achieved by sampling a proportional amount from each quota (Trochim, Donnelly & Arora,

2015). While non-proportional sampling is less restrictive because the researcher specifies the minimum number of sampled units required in a category, the main focus is not to have the number that matches the proportions in the population (Trochim, Donnelly & Arora, 2015).

Snowball sampling method

Snowball sampling method is normally used in vulnerable or stigmatised population which is reluctant to participate in studies. When using the snowball sampling method you first need to identify someone who has the experience or meet the criteria to be included in your study (Baltar & Brunet, 2012). Once the researcher has identified that particular person you then need to ask them to recommend others who has the type of information the research study is based on. For example snowball sampling is used when conducting a study on critical issues such as drug abuse, prostitutes and victims of domestic violence (Trochim, Donnelly & Arora, 2015).

The purposive sampling method

The purposive sampling method was used to select participants of the study to collect qualitative data. Purposive sampling method is the commonly used sampling method in qualitative research. Purposive sampling method select individuals who are known as appropriate to be the most representative of the population as a whole. This involves the process of identifying and using individuals who are most knowledgeable about the phenomenon of interest. (Patton, 2002 cited in (Palinkas et al., 2015).

The disadvantage of using the purposive sampling is that the reliability of the information that is obtained is questionable since they is no reliable instrument that can be used to collect the data. (Levy & Lemeshow, 2013). Purposive sampling methods is well known to be used in qualitative research to retain information in rich cases for the most effective use of limited resources. Purposive sampling method is mostly interested in achieving the in-depth understanding about the phenomena, while probability sampling method intend to achieve the breadth of understanding (Creswell, Plano & Clark, 2011 cited in (Palinkas et al., 2015).

It addition to knowledge and experiences of the participants about the phenomenon, the researcher also need to look at the availability and the willingness of the participants to share their perspective openly (Palinkas et al., 2015). The benefits of using the purposive sampling method is that they are less expensive to use and the researcher does not need to have the list of the entire population.

The disadvantage with this sampling method is that the result cannot be generalised beyond the sample (Palinkas et al., 2015).

This study has illustrated that integration on mixed method means embracing the principles of qualitative (open-ended small sample) and quantitative (close-ended, large samples) that will produce a strong conclusions. Mixed method enforces creativity which is achieved through the integration of various sources of data and viewpoint (Creamer, 2018). In this study the researcher applied the principles of concurrent design for data collection process. In a concurrent design the data collection of both the qualitative and quantitative method happens simultaneously and independently. This means that their implementation does not depend on the findings/the result of the other component (Schoonenboom and Johnson, 2017). This enabled the researcher to analyse the data from the survey and from the interview independently. This means that the research activities including the sampling methods had to be independent.

In this study the researcher used both the systematic sampling method and the purposive sampling method to ensure that the data collection method happens simultaneous and independently. One of the main motivation for the researcher to implement such a strategy is because it enabled both the quantitative and qualitative data to be collected at the same time which made the data collection process to be done more quicker. Academic staff that were used to complete the open-ended questionnaire were chosen based on their availability to answer the questionnaire. The majority of the participants who completed the survey were not willing to complete the open-ended questionnaires because of their busy work schedule. Hence why the researcher had to use probability and non-probability sampling method to enable the data to be collected independently. The researcher also wanted to ensure that the data is analysed independently and integrated during the last phase of the discussion chapter. The discussion section (chapter 5) clearly indicate the integration of the two findings by first displaying the result of the quantitative data and using the data collected from the interview and open-ended questionnaire to illustrate and understand the quantitative findings.

3.8 Sample and sample size

Sample is defined as the actual units selected for the study that is understood to be a true representative of the target population, its represent the quality of the population being studied (Bhattacharjee, 2012). The total sum of academic staff members both at Howard College and Westville campus is 565. According to the table of Krejcie and Morgan (2012) the required sample for a population of 565 is 229. Therefore, the researcher used a sample of 229 participants for the study. When the researcher was collecting qualitative data the sum of 10 participants from the sample was used.

3.9 Data collection methods

Data gathering is the method applied by the scholar to gather the information required for the research (Blaxter, 2010). Data collection can involve a number of processes such as reading numerous materials, observation, measurement, and asking questions. The data collection tools that were used in this research were self developed questionnaires. Questionnaire refers to the precise written questions by the researcher to those whose experiences and have opinions on the main focus of the research (Blaxter, 2010).

There are several ways of administering questionnaires to the participants the researcher can use. The questionnaires can be administered using post, through an interview, using a telephone, email, or personally delivering them to the participants (Blaxter, 2010). The researcher delivered the questionnaire personally to the participants of this study. The benefits of using this method is that, it is quicker, simple and less costly since all the participants are in one geographic area.

Questionnaires can be written in two different forms and that is open and closed ended questionnaire. A close ended questionnaire is more tight and structured because the respondents select their answers from the given set of choices, for example, agree or disagree (Thomas, 2013). The closed ended questionnaires are being designed for mathematical analysis and are considered to be more objective and less bias. Closed ended questionnaires are easy to code than open ended questionnaires (Thomas, 2013).

The researcher designed the research questionnaires in a form of a likert scale. Thomas (2013) argues that close ended questionnaires are considered to be less time consuming in answering due to the structure of the questions. Therefore, they are suitable for the study because academic staff

members are known for having busy work schedule, it will be less time consuming for them to answer the questions (Thomas, 2013).

Qualitative research is the kind of research method that collect data through semi-structured and unstructured questions. The open-ended questionnaires will be used in this study to collect the qualitative data (Zull, 2016). Open-ended questionnaires are type of questions that enables the participants to express their views and opinions verbally or in writing without been limited by any set of answers in the questionnaires (Zull, 2016). It is a suitable instrument for this research because it will enable the researcher to receive in-depth information about the phenomena being studied.

Open-ended questionnaires and interviews are the most convenient instruments that were used to collect the qualitative information from the participants. The researcher chose to use open-ended questionnaires because the participants have the choice of completing the questionnaires in their own convenient time. Interviews were selected as the means of collecting data because the researcher can have access to academic staff emails to inform them about the study and request for their participation.

3.10 Data analysis methods

Quantitative data

Data analysis is considered as the process of using scientific instruments to interpret collected data into a meaningful information (Thomas, 2013). The Statistical Package for Social Sciences (SPSS, version 24) is the software that was used to analyse quantitative data (Thomas, 2013). The researcher used a descriptive and inferential statistic to analyse the quantitative data of the study. This kind of statistical analysis enables the researcher to describe and summarize the data in a more meaningful approach (mean, median and mode) (Healey, 2014).

In this study the interpretation of the results were done using both descriptive (i.e. mean, minimum, maximum and standard deviation) and inferential statistics. The results were presented in accordance with the stated objectives, namely: physical needs, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance.

The researcher also made use of inferential statistics that enables the researcher to draw conclusions about the target population by examining the result of the sample drawn from the population. The main emphasis of inferential statistics is to learn about the characteristics of the

population often called Parameters. Inferential statistics is being used when it is difficult or expensive to reach to the entire population. Therefore a sample will be selected in this study as the representative of the target population (Healey, 2014).

Qualitative data

Data analysis in qualitative research involve the process of finding meaning, interpretation and explanation in the information that has been collected. Data analysis for qualitative study involves the process of coding and categorising non-numerical data to try and interpret the data that has been collected (Olsen, 2012). The researcher used thematic analysis which is used to conduct hermeneutic content analysis for non-numerical data. This type of an analysis requires that the researcher recognise themes (or codes) in the content of the data which becomes the category for analysis. The process involves the identification of themes which are relevant to the research study such as the research objectives, research questions and the theoretical framework. This process will enable the data to be described and interpreted so it can have meaning (Roberts, Dowell and Nie, 2019). The key characteristics of thematic analysis is the systematic process of coding, examining and provision of description of social phenomenon by the formation of themes. Thematic analysis allows the researcher to organize a group of repeated ideas, which will enable the researcher to answer the research question or objective (Roberts, Dowell and Nie, 2019).

Thematic analysis consist of codes that have a common point of reference and a high degree of generality (Vaismoradi, Jones, Turunen, Snelgrove, 2016). It may be challenging to replicate the qualitative research. The issue of reliability is often overlooked in qualitative study making it difficult to achieve replication. The aim of a research study is to determine the relationship between knowledge and practice through the demonstration of validity and reliability. In qualitative research validity and trustworthiness can be achieved through the a detailed explanation of the procedures and methods of how the data was collected and analysed (Vaismoradi, Jones, Turunen, Snelgrove, 2016). This will allow the readers to have a better understanding of how the researcher was able to reach a particular conclusion.

There are four different phases in which the researcher will use to analyse the qualitative data for this research which includes initialisation, construction, rectification and finalization.

Initialisation Phase

This phase is based on gathering all sort of data that can be transformed in textual format, this includes data that is taken from the semi-structured questionnaires, interview transcript, photos, video, journals and other materials. In this research the researcher used semi-structured questionnaires and interviews (Vaismoradi, Jones, Turunen, Snelgrove, 2016). The responses of the participants for the interview were recorded using the interviewer's smart phone and the researcher transcript their responses. Through reading the information that is provided by the participants on their semi-structured questionnaires and the interview, an overall understanding data was reached. This enabled the researcher to have a much broader understanding of the phenomenon. This enabled the researcher to identify the main common/similar issues that are being addressed by the participants. Conceptual code is the type of coding method which was mostly used by the researcher in this study. Conceptual codes allows the researcher to identify the key elements, dimension and domains of the phenomenon through the data the researcher had gathered (Vaismoradi, Jones, Turunen, Snelgrove, 2016).

Construction phase

In this phase this is whereby the researcher organize the codes to identify similarities and differences to group them into cluster. In this study the researcher was able to group these codes into clusters, and the researcher was able to find meaning with these clusters in relation to the research question. This enabled the researcher to find the main idea that each cluster is trying to communicate about the phenomenon.

Rectification phase

This process is also know as verification which is based on checking and confirming to be certain about the themes that have been formulated. It is important that during this process the researcher need to distance themselves from the data to increase their sensitivity and reduce any chances of incomplete data analysis (Vaismoradi, Jones, Turunen, Snelgrove, 2016).

Finalization phase

This is a phase whereby the researcher provides a narrative description of the themes and try to find connections among them to answer the researcher question. The data provided a comprehensive view regarding the perspectives of the participants about the research question. The main issues that were identified enabled the researcher to have a holistic view about the phenomenon being studied. These were discussed in the chapter 4 of this thesis.

3.11 Validity

Validity intend to examine the extent in which the instruments that were used to collect the data measured what it was supposed to measure (Gary, 2009). Validity tells us whether the instruments used was able to measure and describe what it was supposed to describe (Ann and Marianne, 2007). Content validity is one of the important validity that tend to assess whether all the content and processes included in the study can be measured. Content validity is very important because it indicate how well the content of the study was measured (Gary, 2009). A pilot study was conducted in this research to measure the accuracy and the effectiveness of the research questionnaires. This was done before the data of the study was collected.

3.12 Reliability

Reliability focuses on the consistency of the result for the study whether they are repeatable (Bryman, 2016). Reliability refers to the degree in which the measure used for data collection minimizes bias and enhance consistency (Gary, 2009). Its main emphasis is based on the stability of the measure that is used for the study. The issue of reliability is more looked at when conducting quantitative study (Bryman, 2016). A pilot study was conducted to determine the reliability of the questionnaires that was used for the study.

3.13 Ethical consideration

Ethics refers to the standards and values for conducting research that distinguishes between right and wrong and it is being used to promote the integrity and the dignity of research (Neuman and Robson, 2014). The first ethical consideration that was considered by the researcher is to apply for ethical clearance from the university (UKZN) where the study was conducted. The researcher received a gatekeeper's letter from the university as the proof that the researcher have permission to collect the data in the university.

The informed content letter was attached with the research questionnaires for the researcher to receive permission from participants to be part of the study. Participation to this research was voluntary and the participants could pull out from the research at any point they feel uncomfortable. All the information providing the facts about the research such as the purpose of the study, the role of the participants and how the result will be used was provided.

The participants were not required to provide their names when they were completing their questionnaires to protect their anonymity. They were protected from any physical harm since they completed the questionnaires at their own convenient space and time. The data will be kept safe in the School of Management, Information Technology and Governance for the period of 5 years to ensure confidentiality of the information provided.

3.14 Conclusion

A mixed method research method is adapted as a suitable research method for the study. Research questionnaires and interviews were used by the researcher as strategic tool to collect the data for the study. The researcher conducted a pilot study among 5 participants to determine the validity and the reliability of the research questionnaires. A systematic sampling technique was used by the researcher to select participants who completed the research questionnaires for quantitative data. A convenience sampling method was used by the researcher to recruit participants who completed the open-ended questionnaires to collect qualitative data of the study. The questionnaires were distributed and collected by the researcher. The following chapter presents a brief discussion about the findings of the quantitative and qualitative data.

4. CHAPTER 4: PRESENTATION OF THE QUANTITATIVE RESULTS

4.1 Introduction

This chapter of the study contains the analysis and presentation of the results. The researcher has distributed 250 questionnaires to the participants both at Howard College and Westville Campus in the University of KwaZulu-Natal. However, only 200 questionnaires were retrieved, which constituted 80% response rate. The questionnaires were then coded in the SPSS, version 26.0. The interpretation of the results were done using both descriptive (i.e. mean, minimum, maximum and standard deviation) and inferential statistics. The results were presented in accordance with the stated objectives, namely: physical needs; mental wellbeing; psychological wellbeing; social wellbeing; wellbeing programmes and employee wellbeing and performance.

4.2 Biographical Information

The results of the biographical data regarding the participants gender and level of education are presented as follows.

Table 4.1 Biographical Information

Biographical Variables	Category of Biographical Variable	Frequency	Percentage
Gender	Male	122	61.0
	Female	78	39.0
Age	20-34 years	39	19.5
	35-49 years	96	48.0
	50- 69years	65	32.5
	70 and above	--	--
Marital Status	Married	95	47.5
	Single	95	47.5
	Divorced/Separated	10	5.0
	Widowed	--	--
Educational Qualification	Bachelor's degree	1	0.5
	Honours degree	1	0.5
	Master's degree	74	37.0

	PhD	124	62.0
	Other	--	--
Working experience	Up to 3 years	21	10.5
	3 to < 6 years	101	50.5
	6 to < 9 years	73	36.5
	9 to < 12 years	2	1.0
	12 years and above	3	1.5

The biographical data analysis demonstrates that 61% of the participants in the study were males, only 39% of the respondents were females. This clearly demonstrates that the academic field at the University of KwaZulu-Natal is male dominated. The reason for that can be taken from the report of Mabokang (2005), who argued that during the apartheid regime South African universities used to draw their academic staff from a pool of male professionals. When examining the age category it reflects a total of 19.5% of academic staff who are between the ages of 20-34. Between the ages of 35-49 there is only 48% staff and only 32.5% of academic staff are between the age of 50-69. This report makes the age category of 35-49 to be the highest age group that is currently working at the University of KwaZulu-Natal as academic staff members. These findings support the argument of Barkhuizen and Rothmann (2008) who argued that there seems to be an attraction for young professionals to join the field. This is due to its advantages such as high level of flexibility, autonomy with one's work and the ability to learn from others (Barkhuizen & Rothmann, 2008).

The majority of respondents (62%) have a Doctorate qualification. A fair proportion of respondents (37%) have at least a master's degree. Five percent (5%) of the respondents have an Honours degree and another 5% with a bachelor's degree. These findings support the study of Houston, Meyer and Paewai (2006) cited in (Fred & Doughney, 2012) who argued that the main focus of universities is based on knowledge formation by conducting research and transferring such information to learners. Working at the tertiary institution as an academic staff member can be one of the more demanding jobs that has four fundamental roles and these are teaching, researching, administrative work and community development service (Fred & Doughney, 2012). Therefore, for one to be able to perform all these academic studies they must be more

knowledgeable about their area of study. They must be able to come with new creative ideas to contribute to the body of knowledge on a particular field. Such knowledge must be transferred to students and to the community for the university to be considered as beneficial to the country as a whole. The results support the findings of the study that was conducted in a Nigerian university that indicated that a high pressure has been placed among academic staff to publish high impact papers that are beneficial to the community (Adewale & Abdulsalam, 2017). A study that was conducted in New Zealand also indicated similar finding by arguing that teaching and conducting research has been recognised as employee’s main strategy to gain recognition and reward (Houston et al., 2006). One of the main requirements for one to be an academic staff is for them to possess postgraduate qualifications and this is demonstrated in this research by the high percentage of academic staff having a doctorate qualification.

4.3 Descriptive Statistics

The study employed descriptive statistics such as mean, minimum, maximum and standard deviation to test the participants opinions towards each of the research objective indicated above. The study has utilised the 5-point Likert scale, where Strongly Disagree = 1; Disagree = 2; Neutral =3; Agree = 4; and Strongly Agree = 5. According to the rule of thumb, the mean score of 3.00 and above was considered as statistically significant, whereas the mean score below 3.00 was not considered as statistically significant. The findings are presented as follows.

4.3.1 Influence of Physical Needs on Academic Performance

The study determined the influence of physical needs on academic performance at UKZN. In this study, there were 10 items which measured the physical wellbeing of the academic performance at the university. The participants were asked to respond to various aspects of the items using a 1 to 5 point Likert scale. The results are shown in the Table 4.2

Table 4.2 Influence of Physical Needs on Academic Performance

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
Physical needs	2.90	2.86	2.94	0.23517	1.00	5.00

The results in Table 4.2 show that physical needs of the UKZN lecturers has a mean score of 2.90 on the scale of 1-5. Statistically, the findings suggest that the physical needs of the UKZN lecturers had no influence on academic performance in the university. As mentioned above, there were 10 items measuring physical needs of the lecturers. The findings showed that the participants responded negatively to almost all the items. The results showed that 90.5% of the respondents agreed that they felt physically fit. In addition, 92.5% of the respondents agreed that their energy levels at work were high. Also, 78.5% of the respondents agreed that they engaged in fitness exercise to stay fit. Furthermore, 71.5% of the respondents disagreed that there are days that they get tired before they arrived at work.

These positive result from the participantms which demonstrate physically fitness of employees at UKZN, research has found that such fitness can lead to positive result on weight and body consciousness (Blake, Malik & Suggs, 2014). Employees who are overweight or obese have indicated low level of wellbeing compared to those with normal weight. Physically fitness according to (Blake, Malik & Suggs, 2014) can help to prevent chronic diseases such as coronary heart disease, stroke and type 2 diabetes. As indicated by (Ledger, Pescud, Rosenberg, Shilton, Slevin, Teal &, Waterworth, 2015) that chronic diseases and unfitness are caused by smoking, lack of nutrition, alcohol use, and physical inactivity. A positive response on fitness by the academic staff is the indication that they engage more into healthy lifestyle.

Moreover, 80% of the respondents agreed to the fact they feel energised the entire day at their place of work. Not only this but also, 88.5% of the participants disagreed that lately they have been suffering from various health issues. The study found that 78% of the respondents disagreed that after their day at work they usually feel worn out and weary. It was discovered that 58% of the respondents disagreed to the fact that their workload were such that they do not have enough time to sleep. The results revealed that 90.5% of the respondents disagreed that they used abuse substances such as drugs, cigarettes/and or alcohol. Finally, it was found that 43% of the respondents disagreed that they have enough energy after work for their leisure activities. The next section of the chapter presents the findings on the influence of mental wellbeing on academic performance. The positive response of 58% among participants who indicated that their workload do no interfere with their sleeping time is a good indication of the physical and emotional state of

academic staff at UKZN. Studies has shown that optimal sleepers indicate higher level of personal growth, positive relation with others, lower level of stress and anxiety (Ryff, 2014). This could also indicate that some academic staff at UKZN have a positive interpersonal relationship with other academic staff. Although this can pose a concern since 58% is not a huge percentage, if academic staff are having a problem finding enough time to sleep. According to (Ryff, 2014) the issue of not getting enough sleep among academic staff is caused by the problem of having high level of workload that one need to take at home.

As illustrated above that academic staff are expected to carry the four main roles of teaching, conducting research, providing administration support and community service. The lack of sleep among some of the academic staff who did not respond positively to this question could be due to the lack of work-life balance among academic staff. This indicates that these academic staff allows their worklife to conflict with their personal lives. Meaning that their work activities are being taken home for completion instead of finishing it at work. This could raise a concern as indicated by research that work–life balance has been discovered to have a positive influence on the organisation by increasing wellbeing among employees, decreasing job stress and burnout among employee (Parkes & Langford, 2008).

4.3.2 Influence of Mental Wellbeing on Academic Performance

The study further investigated the influence of mental wellbeing of the UKZN lecturers on academic performance. There were 10 items which measured the mental wellbeing of the lecturers on academic at UKZN. The respondents were asked to respond to each of the item on the scale of 1-5 point Likert scale. The results are shown in the Table 4.3.

Table 4.3 Influence of Mental Wellbeing on Academic Performance

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
		Mental wellbeing	3.76			

As reflected in Table 4.3, the results (Mean = 3.76) suggested that mental wellbeing of academics or lecturers at UKZN has a significant impact on academic performance. The study further determined the response rate of each of the item which measured the mental wellbeing of the lecturers and academic performance using percentage. The results revealed that the participants have responded positively to most of the items while a few of them responded negatively. From the study, it was found that 99.5% of the respondents have agreed that they felt connected to the environment around them. In addition, 89% of the respondents agreed that they were never diagnosed with any mental disorder that could affect their ability to think effectively. Also, 88% of the respondents agreed that they felt confident in analysing long and short-term problems with regards to their work in order find practical solutions. These result demonstrate a good state of mental wellbeing among academic staff at UKZN as demonstrated by the WHO that mental health should not only be defined as the absence of mental illness but it should also be looked at as the ability of one to realise their skills and potentials, to be productive and be able to cope with normal stressors of life (Borritz, Madsen, Rugulies & Tripathi, 2014). Based on the result demonstrated in this statistics the increase in the workload of academic staff at UKZN has not had a negative impact in the mental wellbeing of academics staff. These results demonstrate a different perspective to that which has been found in Malaysia universities which illustrated that an increase in the workload of academic staff has affected the physical and mental wellbeing of staff. Similar result were also found among UK and Australian universities that demonstrate high level of depression and anxiety among academic staff (Ahsam & Abdullah et al., 2010).

Furthermore, 85% of the respondents disagreed that they tend not to think much at work and just do their job mechanically. Besides, 76% of the respondents agreed that lately they have been thinking of various ways to reach their personal goals. It was found that 80% of the respondents agreed that they enjoyed challenges at work that excite their senses. Moreover, 85% of the respondents agreed that when they failed to perform a task well at work they are able to find ways to improve their performance. Not only this, but also, 95.5% of the respondents agreed that they thought positively and were optimistic about their lives and future. The results showed that 73% of the respondents disagreed that when they encounter setback at work, they struggle to think of the ways to recover from it. It was found that 89% of the respondents agreed that they are able to

think of new creative ideas to improve the quality of their work. The proceeding section presents the findings on psychological wellbeing.

4.3.3 Influence of psychological Wellbeing on Academic Performance

There were 10 items which measured the psychological wellbeing of the participants in this study. The participants were asked to respond to each of these items on the scale of 1 to 5. The results are presented in the Table 4.4.

Table 4.4 Influence of Psychological Wellbeing on Academic Performance

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
		Psychological Wellbeing	3.69			

From Table 4.4, the results (Mean = 3.69) indicated that psychological wellbeing of lecturers at UKZN had significant influence on academic performance. The study further analysed the responses of the research participants in relations to each of the item which measured the psychological wellbeing and performance using percentages. Based on the study, 81% of the respondents agreed that they felt confident to manage difficult tasks at work. Also, 88.5% of the respondents agreed to the statement that they always look on the bright side of things regarding their work. Furthermore, 78.5% of them agreed that they have good stress management skills which enable them to handle pressure and stay focused. In addition, 53.5% of the respondents agreed that they do not get anxious about situations in their lives. Moreover, 96% agreed that they see themselves as being successful. Not only this but also, 35% of the participants disagreed that at work they sometimes felt emotionally drained while 33.5% of them agreed that at work they sometimes feel emotionally drained. Besides, 80% of the respondents agreed that they felt motivated to come up with new creative ideas to improve their work. It was found that 51% of the respondents agreed that they never felt too overwhelmed by their work that they become disconnected from clients and co-workers. The results showed that 78% of the respondents disagreed that they do not feel inspired to do more than is expected from their job. Lastly, the

results revealed that 79.5% of the respondents agreed that they were optimistic that they will succeed even when faced major challenges.. These result demonstrate a positive response towards the psychological state of academic staff at UKZN. The positive state of psychological wellbeing at UKZN could also have a positive influence towards their physical wellbeing as stated by LaMontagne et al., (2014). According to (LaMontagne et al., 2014) higher level of physical wellbeing result into cardiovascular health, improve immunity and endocrine and it can make one to quickly recover from any sicknesses. This could also have a positive impact towards the organisation performance as it has been discovered that improvement on employee’s health reduce their level of involuntary absence and reduce the number of turnovers among employees due to ill-health (Bryson et al., 2014). This can also improve the level of creativity and problem solving ability among employees. Burnout which is caused by emotional exhaustion has been associated with academic staff caused by high level of workload. By looking at the positive response of the mental and psychological state of academic staff at UKZN it can be said that the rate of burnout in this institution is low. The next section presents the findings on social wellbeing.

4.4.4 Influence of Social Wellbeing on Academic Performance

The study also explored the influence of social wellbeing of UKZN lecturers on academic performance. In this study, there were 10 items in all which measured the social wellbeing and performance. The lecturers (respondents) were asked to respond to the various aspects of the items using a 1 to 5-point Likert scale. The results are shown in the Table 4.5.

Table 4.5 Influence of Social Wellbeing on Academic Performance

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
		Social wellbeing	3.67			

As reflected in Table 4.5 the results (Mean = 3.67) of the study showed that social wellbeing had significant impact on academic performance at UKZN. The study further analysed the responses given by the participants in relation to each of the items using percentages. It was found that 64% of the respondents agreed that they trusted their colleagues at work. Furthermore, 65.5% of the

respondents agreed that the people they work with showed much concern and caring for each other. Also, 48.5% of the participants agreed that a high level of integrity was present among employees with whom they work, whereas 47% of them neither agree or disagree that a high level of integrity was present among employees with whom they work. In addition, 60% of the respondents agreed to the statement that co-workers assisted each other when heavy workloads threaten their target completion time. Moreover, 69% of the respondents agreed that they get on well with co-workers. Besides, 77.5% of the respondents agreed that they have learned to peacefully resolve conflict with their colleagues if a problem arises. The results showed that 81.5% of the respondents agreed that they engage socially with some of their co-workers. Not only this but also, 74% of the respondents agreed to the statement that they feel like they are important part of the decision-making team in the school.

It was found that 47.5% of the respondents disagreed that their workload does not interfere with their personal lives. The results revealed that 70.% of the respondents agreed that they received good support from their family and friends concerning their work. The above result demonstrate a positive state of social wellbeing of academic staff at UKZN. These result can have a positive impact on the organisation as it has been found that low level of social wellbeing can lead to feeling of social rejection, isolation, loneliness and social exclusion. Such feelings can result into depression and increase in anxiety among employees (Geo & Taormina, 2013). This could also indicate that there is low level of home-work interference which is demonstrated by employees having a negative attitude towards their colleagues and clients by causing unnecessary conflicts. This in return can result into low productivity among employees in the workplace. The proceeding section of the chapter presents the findings which relate to wellbeing programmes at UKZN.

4.4.5 Wellbeing Programmes at UKZN

The employee wellbeing programmes at UNKZN was further investigated. There were 7 (F1 to F7) items on the questions which measured the employee wellbeing programmes at UKZN. The respondents were asked to respond to the various aspects of the items which relate to wellbeing programmes using a 1 to 5-point Likert scale. The results are presented in the Table 4.6

Table 4.6 Wellbeing Programmes at UKZN

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
		Wellbeing programmes	2.09			

As shown in Table 4.6, the wellbeing programmes at UKZN had a mean score of 2.09. Statistically, the results suggested that the wellbeing programmes implemented at UKZN was not significant. Thus, the wellbeing programmes had no significant impact on lecturers and academic performance. In addition to the mean score, the study further analysed the individual score of each of the item which measured the wellbeing programmes at UKZN using percentages. The scoring patterns suggest that the participants have responded negatively to the majority of the items. The results showed that 72% of the respondents disagreed to the statement that they were actively involved in the wellbeing programmes offered at work. Also, 72% of the respondents disagreed to the statement that they have participated in the health and fitness programmes that are offered at work. Furthermore, 51.5% of the respondents disagreed that they have changed or are currently planning to transform to a healthier diet.

In addition, 84.5% of the respondents disagreed to the statement that in the past two month they have attended at least one of the counselling programmes at work. Moreover, 92% of the respondents disagreed to the fact that they have attended a counselling programme at work to teach stress management skills. The majority (82%) of the respondents disagreed that they are making use of the mental health information that is being offered at work. Lastly, 73% of the respondents disagreed that they were actively involved in the team building programmes that are offered at work. These result are a clear demonstration of what has been identified by the researcher which is considered as lacking with the health programs that are promoted at UKZN. There has been insufficient literature based on health promotion programmes at UKZN which focuses on improving all levels of wellbeing among academic staff. Although there is a psychological clinic at Howards collage but according to the feedback received from this study academic staff are not

comfortable in attending this health centre because they feel are unsure of the confidentiality standard of the centre. This is an indication that UKZN still need to improve more on creating and promoting other health services in their institution.

4.4.6 Employee Wellbeing and Performance

The study also investigated the relationship between wellbeing and performance among lecturers at UKZN. In this study, there were 10 items (G1 to G10) which measured employee wellbeing and performance. The participants were asked to assess each of the item using a 1 to 5-point Likert scale. The findings are shown in the Table 4.7

Table 4.7 Employee Wellbeing and Performance at UKZN

Dimension	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
Wellbeing programmes	4.04	3.99	4.07	0.26508	1.00	5.00

The information from Table 4.7 shows that employee wellbeing and performance had a mean score value of 4.04. Statistically, the result showed that employee wellbeing had a significant impact on academic performance at UKZN. In addition to the mean score, the study further assessed the response rate of each of the individual item in terms of percentage. The findings showed that 87.5% of the respondents agreed to the statement that they work hard to accomplish their goals and objectives. Also, 83% of the respondents agreed that they have a positive attitude towards change at work and they look forward to doing new tasks. Furthermore, 88% of the respondents agreed to the statement that they generally receive good feedback about their work from their colleagues and supervisors.

In addition, 95% of the research participants agreed that they used their skills to reach their full potential at work. Moreover, 43% of the respondents representing the majority agreed to the statement that they work effectively under pressure at work. Besides, 76% of the respondents have agreed that they often complete their work by the given deadline. The majority (88%) of the

respondents agreed to the statement that they explored opportunities at work that enabled them to learn new things. Approximately 99% of the respondents agreed that they always gave of their best at work. The results showed that 64.5% of the respondents agreed to the statement that they worked closely with their supervisors to get the best results from their work. Finally, the findings revealed that 80.5% of the respondents agreed that they always do their best to be present at work at all times. The positive response on performance of academic staff is clearly being influenced by the positive response on wellbeing which the researcher has received from the participants. By looking at these results it does demonstrate that the state of wellbeing of academic staff does have an influence on their performance.

4.5 Inferential Statistics

The inferential statistics (Cronbach’s alpha coefficient, factor analysis, Spearman correlation, Anova, Post Hoc Scheffe’s Test and t-test) were further computed to test all the dimensions such as physical needs and performance, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance. The aim of using inferential statistics in this study is to draw valid conclusions. The findings are presented as follows.

4.5.1 Reliability: Cronbach’s Alpha Coefficient

The reliability of the research instrument was tested through the statistical tool known as “Cronbach’s alpha coefficient”. In this study, there were 57 items which measured the various dimensions such as physical needs, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance. The results are presented in the Table 4.8.

Table 4.8 Reliability: Cronbach’s Alpha Coefficient

Dimension	Number of items	Cronbach’s Alpha
All items	57	0.76

As reflected in Table 4.8, the 57 items which measured the various dimensions such as physical needs, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance had the Cronbach’s alpha coefficient score of 0.76. Sekaran and Bougies (2013) recommended that the Cronbach’s alpha coefficient score of 0.70 and beyond is considered as reliable, hence, the research instrument should be accepted. However, the Cronbach’s alpha coefficient score of below 0.70 is considered as statistically not significant,

therefore, the instrument cannot be accepted. As per the above explanation or interpretations, the Cronbach's alpha coefficient score ($\alpha = 0.76$) suggests that the research instrument used to collect the data was reliable, therefore, it is acceptable. The next section of the chapter presents the findings in terms of the validity of the research instrument.

4.5.2 Validity: Factor Analysis

The study further measured the validity of the research instrument using factor analysis. In this study, two set of statistical tools were employed to test the validity of the research instrument, namely: rotated component matrix and Kaiser-Meyer-Olkin measure of sampling adequacy. In extracting the factors, only items with loadings >0.4 were considered significant. Furthermore, if an item loaded significantly on more than 1 factor, only that with the highest loading was considered. The results are shown in the Table 4. 9 and 4.10 respectively.

Table 4.9 Validity: Factor Analysis, Rotated Component Matrix

Items	Component					
	1	2	3	4	5	6
B1	0.117	0.239	-0.040	0.143	-0.068	-0.116
B2	0.126	0.098	0.121	-0.026	-0.074	0.165
B3	0.402	-0.085	-0.119	0.155	-0.166	0.110
B4	-0.053	0.327	0.232	0.203	0.099	0.349
B5	0.163	-0.273	-0.368	-0.049	0.032	-0.075
B6	-0.203	0.296	0.142	0.142	0.186	-0.016
B7	-0.167	0.142	0.394	0.043	0.316	0.250
B8	-0.159	0.089	0.273	-0.075	0.178	0.530
B9	0.026	0.061	0.150	-0.382	-0.243	0.228
B10	0.229	-0.234	0.230	0.146	-0.177	0.436
C1	0.166	-0.108	-0.166	0.302	-0.075	-0.019
C2	0.241	-0.265	-0.283	0.454	0.203	-0.087
C3	0.324	-0.350	-0.069	0.135	0.262	0.002
C4	-0.059	0.024	0.084	0.406	0.223	0.053
C5	-0.083	-0.216	-0.096	-0.168	0.422	-0.153

C6	0.075	-0.214	0.120	-0.080	0.154	0.284
C7	0.079	-0.319	-0.172	0.106	-0.056	0.251
C8	0.072	0.075	0.028	0.237	-0.019	0.014
C9	0.263	0.254	0.384	0.159	0.134	0.237
C10	0.001	-0.168	0.130	0.500	0.089	0.049
D1	0.046	0.250	-0.191	0.259	0.238	-0.008
D2	0.072	-0.204	-0.020	0.194	0.168	0.040
D3	0.397	-0.381	-0.058	-0.069	0.075	0.127
D4	0.305	0.259	0.040	0.195	-0.048	-0.184
D5	-0.054	0.102	0.010	0.389	-0.164	-0.111
D6	-0.271	0.378	-0.151	0.342	0.158	0.108
D7	0.167	-0.070	0.026	-0.248	0.363	0.203
D8	0.243	-0.116	-0.044	0.346	0.040	-0.473
D9	0.007	0.106	0.121	0.209	0.312	-0.213
D10	0.264	-0.201	0.091	-0.163	0.576	0.044
E1	0.349	0.009	-0.287	-0.082	0.0172	0.099
E2	0.223	0.357	-0.412	-0.344	0.211	-0.179
E3	0.107	0.594	-0.319	0.018	0.178	-0.026
E4	-0.114	0.538	-0.431	-0.206	0.082	0.140
E5	0.064	0.384	-0.503	-0.127	0.135	0.256
E6	0.201	0.021	-0.465	0.021	0.165	0.320
E7	0.382	-0.085	-0.511	0.012	0.023	0.277
E8	0.491	-0.198	-0.342	-0.019	-0.006	0.168
E9	0.472	0.072	0.138	-0.194	0.0126	-0.289
E10	0.329	-0.044	-0.199	0.335	-0.111	0.095
F1	0.470	0.266	0.167	0.092	0.020	-0.048
F2	0.393	0.434	0.076	-0.217	-0.038	-0.015
F3	0.144	0.222	0.339	-0.103	0.398	-0.136
F4	0.555	0.238	0.108	0.057	-0.296	-0.063
F5	0.629	0.299	0.081	-0.035	-0.049	-0.138

F6	0.374	0.389	0.051	0.063	-0.273	-0.008
F7	0.342	0.330	0.367	0.061	0.163	0.128
G1	0.199	-0.165	-0.022	-0.137	0.170	0.050
G2	0.032	0.108	0.050	-0.180	0.075	-0.205
G3	0.167	-0.146	0.197	-0.296	0.133	-0.194
G4	0.255	0.101	0.052	-0.139	-0.170	0.124
G5	0.300	0.032	0.107	0.401	0.099	0.054
G6	0.512	-0.272	0.214	-0.216	-0.083	0.088
G7	0.307	-0.141	0.269	-0.250	-0.121	-0.053
G8	-0.029	0.005	-0.034	-0.036	-0.060	-0.269
G9	0.420	-0.189	0.368	0.002	0.143	-0.149
G10	-0.005	0.114	0.288	0.135	-0.360	0.148
Eigenvalue	4.21	3.37	3.12	2.67	2.21	2.11
% of Variance	7.40	5.91	5.47	4.68	3.88	3.23

As reflected in Table 4.9, 8 items loaded significantly on Factor 1 and account for 7.40% of the total variance. Out of the 8 items, 1 item was related to physical needs and performance, 2 items were related to social wellbeing, 3 items were related to wellbeing programmes, while the remaining 2 items were also related to employee wellbeing and performance. Since the majority of the items (3) were related to wellbeing programmes, Factor 1 could be named as such.

Furthermore, 3 items loaded significantly on Factor 2 and account for 5.91% of the total variance. Of the total, 2 items were related to social wellbeing, whereas the remaining 1 item was related to wellbeing programmes. Therefore, Factor 2 may be termed as social wellbeing.

Also, the results from the Table 4.9 Showed that 4 items loaded significantly on Factor 4 and account for 4.68% of the total variance. Of the total, 3 of the items were related to mental wellbeing, whereas the remaining 1 item was related employee wellbeing and performance. Since most of the items (3) were related to mental wellbeing, Factor 4 could be named as mental wellbeing.

The results revealed that 2 items loaded significantly on Factor 5 and account for 3.88% of the total variance. Out of the total, 1 item was related to mental wellbeing, while the rest of the 1 item was also related to psychological wellbeing. Although 1 item each was related to both mental and psychological wellbeing, respectively, the item which related to psychological wellbeing had the highest value or score as compared to the mental wellbeing. Therefore, Factor 5 may be named as such.

The information from the Table 4.9 showed that 2 items loaded significantly on Factor 6 and account for 3.23% of the total variance. All the 2 items were related to the physical needs and performance. Therefore, Factor 6 can be named as such. The validity of the research was further determined through Kaiser-Meyer-Olkin measure of sampling adequacy. The results are shown in the Table 4.10.

Table 4.10 KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.756
Bartlett's Test of Sphericity	2851.653
	1596
	0.000

The KMO and Bartlett's Test measures the adequacy of the sample size ranging from 0 to 1, reaching 1 when each variable is perfectly predicted without with experiencing any error. Various interpretations were offered in relations to the measures, namely: ≥ 0.80 (meritorious); ≥ 0.70 (middling); ≥ 0.60 (mediocre); ≥ 0.50 (poor); < 0.50 (unacceptable). As shown in the Table 4.10, the KMO score was of 0.756. This means that the instrument used to collect the data was valid, hence, should be accepted.

4.5.3 Spearman's Correlations

The relationship amongst all the dimensions such as physical needs and performance, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance were assessed using Spearman’s correlations. The results are shown in the Table 4.11.

Table 4.11: Spearman's Correlations

Dimension	r/ p	Physical needs	Mental wellbeing	Psychological wellbeing	Social wellbeing	Wellbeing programmes	Wellbeing & performance
Physical needs	r	1.00					
Mental wellbeing	r p	0.082 0.249	1.00				
Psychological wellbeing	r p	0.033 0.644	0.245** 0.000*	1.00			
Social wellbeing	r p	-0.009 0.895	-0.043 0.548	0.181 0.011	1.00		
Wellbeing programmes	r p	0.032 0.649	-0.134 0.058	0.035 0.626	-0.053 0.453	1.00	
Wellbeing & performance	r p	0.042 0.555	0.140* 0.049	-0.012 0.867	-0.074 0.300	0.231** 0.000*	1.00

* $p < 0.01$

According to Table 4.11, there was no significant relationship between physical needs and mental wellbeing at the 1% level of significance. However, there was a significant positive relationship between mental wellbeing and psychological wellbeing at the 1% level of significance. Moreover, there was no significant relationship between psychological wellbeing and social wellbeing at the 1% level of significance. Furthermore, the results revealed that there was no significant relationship between social wellbeing and wellbeing programmes at the 1% level of significance. Besides, there was a significant relationship between wellbeing programmes and wellbeing and performance at the 1% level of significance.

4.5.4 Analysis of Variance (Anova)

The influence of the biographical variables such as age, marital status, educational qualification and working experience on physical needs, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance respectively were evaluated using tests of differences (Analysis of Variance and one sample t-test). The results are shown as follows.

Table 4.12 Anova: Physical Needs and Performance and Age, Marital Status, Educational Qualification and Working Experience

Physical Needs and Performance		
Biographical Variable	F	P
Age	0.184	0.832
Marital status	3.394	0.036
Education	0.571	0.635
Working experience	5.564	0.000***

From Table 4.12, it is evident that there was no significant difference in the perceptions of employees varying in biographical variable such as age, marital status and level of education regarding physical needs and performance, respectively at 1% level of significance. However, there was a significant difference in the perceptions of the respondents varying in working experience regarding physical needs and performance. In order to assess exactly where the difference lies in terms of working experience and physical needs and performance, the Post Hoc Scheffe's test was conducted and the results are reflected in the Table 4.13.

Table 4.13 Post Hoc Scheffe's Test: Physical Needs and Performance and Working Experience

Dimension	Categories of position	N	Mean
Physical needs and performance	< 3 years	21	2.67
	3-6 years	101	2.92
	7-9 years	73	2.93
	10-12 years	2	3.00

	>12 years	3	3.27
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As reflected in Table 4.13 the lecturers who have worked up to 3 years, 3-6 years and 7-9 years were least convinced that working experience influenced their physical needs and performance. However, those that worked between 10-12 years and above 12 years respectively were more convinced that working experience influenced their physical needs and performance. The next section presents the findings in terms of the influence of the biographical information regarding mental wellbeing.

Table 4.14 Anova: Mental Wellbeing and Age, Marital Status, Educational Qualification and Working Experience

Mental Wellbeing		
Biographical Variable	F	P
Age	0.415	0.661
Marital status	1.651	0.195
Education	0.129	0.943
Working experience	2.935	0.022

* $p < 0.01$

The results from Table 4.14 shows that there was no significant difference in the perceptions of employees varying in age, marital status, education and working experience regarding mental wellbeing, respectively at the 1% level of significance. The proceeding section presents the results of the study with regards to the influence of the biographical information on mental wellbeing.

Table 4.15 Anova: Psychological Wellbeing and Age, Marital Status, Educational Qualification and Working Experience

Psychological Wellbeing		
Biographical Variable	F	P
Age	2.392	0.094
Marital status	4.044	0.019
Education	0.476	0.699

Working experience	2.361	0.055
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* $p < 0.01$

According to Table 4.15, the results showed that there was no significant difference in the perceptions of employees varying in age, marital status, education and working experience regarding psychological wellbeing, respectively at the 1% level of significance. The proceeding section presents the results of the study with regards to the influence of the biographical information on social wellbeing.

Table 4.16 Anova: Social Wellbeing and Age, Marital Status, Educational Qualification and Working Experience

Social Wellbeing		
Biographical Variable	F	P
Age	2.063	0.130
Marital status	0.528	0.590
Education	0.819	0.485
Working experience	0.895	0.468

* $p < 0.01$

Table 4.16 indicates that, the results showed that there was no significant difference in the perceptions of employees varying in age, marital status, education and working experience regarding social, wellbeing respectively at the 1% level of significance. This implies that the demographical variables have no significant impact on social wellbeing and academic performance. The proceeding section presents the results of the study with regards to the influence of the biographical information on wellbeing programmes at UKZN.

Table 4.17 Anova: Employee Wellbeing Programmes and Age, Marital Status, Educational Qualification and Working Experience

Employee Wellbeing Programmes		
Biographical Variable	F	P
Age	0.939	0.393
Marital status	0.642	0.528

Education	0.350	0.789
Working experience	3.804	0.005*

* $p < 0.01$

The findings showed that that there was no significant difference in the perceptions of the respondents varying in age, marital status and education regarding wellbeing programmes, respectively at the 1% level of significance. However, there as a significant difference in the perceptions of the respondents varying working experience and wellbeing programmes. This means that all the demographical variables have significant influence on wellbeing programmes with the exception of working experience. To assess exactly where the difference lies in terms of working experience and wellbeing programmes, the Post Hoc Scheffe’s test was conducted and the results shown in the Table 4.18.

Table 4.18 Post Hoc Scheffe’s Test: Wellbeing Programmes and Working Experience

Dimension	Categories of position	N	Mean
Physical needs and performance	< 3 years	21	2.41
	3-6 years	101	2.05
	7-9 years	73	2.03
	10-12 years	2	1.14
	>12 years	3	2.33

As reflected in Table 4.18, those participants (lecturers) who have worked between 10-12 years were less convinced that the wellbeing programmes was influenced by their working experience. The next section of the chapter contains the findings which relate to the influence of biographical information on wellbeing programmes and performance.

Table 4.19 Anova: Wellbeing and Performance and Age, Marital Status, Educational Qualification and Working Experience

Employee Wellbeing and Performance		
Biographical Variable	F	P

Age	4.501	0.012
Marital status	3.094	0.048
Education	0.640	0.590
Working experience	3.020	0.019

*** p < 0.01**

The findings from Table 4.19 showed that there was no significant difference in the perceptions of the respondents varying in age, marital status, education and working experience regarding employee wellbeing and performance at the 1% level of significance, respectively. Statistically, the results suggested that all the demographical variables have no significant effect on employee wellbeing and performance at UKZN. The last section of the chapter determines the influence of gender on all the dimensions such as physical needs, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance, respectively.

4.5.5 Sample T-Test

The sample t-test was computed to determine whether gender influences all the dimensions physical needs, mental wellbeing, psychological wellbeing, social wellbeing, wellbeing programmes and employee wellbeing and performance.

Table 4.20 All Dimensions and Gender

Items	T-test					
	T	Df	Sig. (2-tailed)	Mean Difference	Mean	Standard deviation
Physical needs	95.339	199	0.000*	1.90250	2.90	0.28221
Mental wellbeing	143.783	199	0.000*	2.76100	3.76	0.27157
Psychological wellbeing	142.036	198	0.000*	2.69246	3.69	0.26741
Social wellbeing	89.458	199	0.000*	2.66900	3.67	0.42194
Wellbeing programmes	30.623	199	0.000*	1.08500	2.09	0.50107
Employee wellbeing and performance	161.997	199	0.000*	3.03650	4.04	0.26508

*** p < 0.01**

Table 4.20 indicates that there was significant difference in the perceptions of male and female respondents regarding mental wellbeing, psychological wellbeing, social wellbeing as well as employee wellbeing and performance respectively at the 1% level of significance. However, there was no significant difference in the perceptions of male and female respondents regarding physical needs and wellbeing programmes respectively at the 1% level of significance.

4.6 Presentation of qualitative research

4.6.1 Introduction

This section of the chapter provides findings from survey disseminated and interviews conducted. Open-ended questionnaires and interviews were the instruments used to collect the qualitative data of the research. The researcher summarized and analyzed the responses of the respondents for each open-ended questionnaire. The main objective of this study was to understand the relationship between wellbeing and academic staff performance at the University of KwaZulu-Natal. In this research, mixed method was used by the researcher to gain not only the statistical evidence of the relationship between wellbeing and performance. The researcher also intended to gain insight into other variables that might have an influence on academic staff performance which the researcher might not have addressed as one of the objectives.

4.6.2 Respondents demographics

Table: 4.21

Participants	Gender	Qualification	Working experience	Position at the university
Participants 1	Female	Master's degree	1 year	Lecturer
Participants 2	Male	PHD	3 Years	Lecturer
Participant 3	Male	Master's degree	2 years	Lecturer
Participant 4	Female	Post-doctorate	10 years	Lecturer
Participant 5	Male	PHD	5 years	Lecturer
Participants 6	Female	Master's degree	2 years	Lecturer

4.6.3 Data collection

The data was collected from the 1st of March until 29th of March 2019. The researcher intended to interview 10 participants but only 6 respondents were willing to participate. The researcher went door to door at the university premises to look for any academic staff that will be available to participate in the study both at Westville and Howard College. The researcher was able to get 4 academic staff at Westville campus and 2 at Howard collage. The academic staff members that were found in Howard College were given an open-ended questionnaire to complete for themselves because some of them were not available for the interview. The interview lasted only for 15- 20 minutes to those 4 other participants who were willing to be interviewed.

The participants were asked the same questions privately in their own offices to give them the freedom to express their thought fully. The researcher asked open-ended questions to the participants and made use of the smart phone to record the responses from the respondents. The other responses were written on the open-ended questionnaire as the respondent were expressing their thought. The open-ended questionnaires consisted of five questions that the respondents had to answer. The construction of the open-ended questionnaires were guided by the objectives of the study.

4.6.4 Research objective:

1. To investigate the influence of physical wellbeing on academic performance at UKZN.
2. To understand the influence of mental wellbeing on academic performance at UKZN.
3. To examine the influence of psychological wellbeing on academic performance at UKZN.
4. To explore the influence of social wellbeing on academic performance at UKZN.
5. To assess the effectiveness of wellbeing programs in promoting academic staff performance.

Open-ended questionnaires

1. Do you think that you are physically healthy to meet all the demands of your work? Please justify your answer.

A frequency of 5 participants agreed that they are physically healthy. The researcher also observed that the participants were physically fit to carry out their daily duties. No one looked

sick or had any physical impairment which might hinder them from working effectively in their workplace. This mean that their lives are not been threatened by any chronic illness.

Respondent 1 argued that:

‘They are able to freely move around campus, access lecture venues and carry large boxes of paper work’.

Respondents 2 and 3 agreed to care for their health by sticking to healthy diet such as fruits and vegetables and drinking a lot of water. Participant 4 had a concern regarding the physical wellbeing of disabled academic staff members. She argued that the issue of physical wellbeing in UKZN need to be looked at in a broad spectrum. Respondents 4 argued that the infrastructure at UKZN is not accommodative to disabled people. Especially in some of the university premises they only have stairways and there are no elevators. This has caused a limitation for disabled academic staff to move freely around the university premises.

2. Do you think creativity and optimistic has been the main factors for your success in your academic work? If so, please justify your response.

Majority of the respondents agreed that creativity and optimism has been one of the main factors that has contributed to their success as academic staff. All the participants which were interviewed looked passion and excited about their occupation. The researcher did not see anyone looking demotivated/discourage. These academic staff members argued that they enjoy their field of study because it enables them to think out of the box and come with new creative ideas. Respondent 1 argued that:

‘Creativity means doing things to enhance learning and learners must be able to enjoy their studies and take something of value’.

3. Do you think you have good stress management skills that enables you to management your workload and work effectively? Please motivate your answer.

All the respondents that were interviewed agreed to have good stress management skills. All the participants which were interviewed looked like they are well organised with their work. The respondents argued that they are able to plan their work ahead of time, and this helps them to

manage their workload and enable them to be effective at work. Majority of the respondents argued that they are able to lecture more than one module per semester and accomplish that successfully. Only responded 6 demonstrated a struggle with regard to managing his stress level. He argued that:

'I am unable to realise when I'm stressed and when I am not until they are physical reaction to it'.

4. Do you feel you have good interpersonal skills that enables you to work with your colleagues more effectively? Please motivate your answer.

A frequency of 5 participants agreed to have good interpersonal skills that enables them to work with their colleagues more effectively. The researcher also observed the same attitude among academic staff, they seem to be a good relation among the academic staff. Majority of them know each other and they are open to assist each other with their academic work. The respondents argued that they show love and respect to their colleagues. Respondent 3 agreed to have attended a training program that is offered at UKZN which is called University Induction Program. The main emphasis of this program is to strengthen relationships among academic staff and improve their communication skills. This program enables them to learn from each other as well.

5. Do you feel that the health programs offered at work addresses all levels of wellbeing that are relevant to improve the performance of employees? Please motivate your answer.

A frequency of 5 participants from the interview argued that they are not aware of any health programs in their institutions that is directed at enhancing the wellbeing of academic staff. The researcher also observe the same problem with these campuses, Howard College and Westville Campus there were no health promotion posters or any infrastructure that has been prepared for academic staff around these campuses. Health programs that are offered on campus that intend to enhance fitness and physical wellbeing are directed to students, not academic staff. Therefore, academic staff do not feel comfortable in participating in these health programs. Including other health facilities such as the university clinic is also directed to support students with their health conditions. The psychology clinic which is at Howard College is also dominated by students.

Academic staff do not even feel comfortable in disposing their personal issues to any psychologist working in the psychology clinic because of the fear that it might be used against them in their academic career.

4.6.5 Conclusion

The chapter analysed the quantitative data that was collected from the respondents. As indicated above, the quantitative data was analysed with the help of SPSS, version 26.0. The study further employed both the descriptive and inferential statistics to interpret the results of the study. Using the descriptive statistics, the results (Mean = 2.42) showed that physical needs of the UKZN lecturers had no influence on academic performance in the university. Moreover, the results (Mean = 3.76) suggested that mental wellbeing of academics or lecturers at UKZN has a significant impact on academic performance. Also, the results (Mean = 3.69) indicated that psychological wellbeing of lecturers at UKZN had significant influence on academic performance. Furthermore, the results (Mean = 3.67) of the study showed that social wellbeing of the lecturers at UKZN had significant impact on academic performance in the university. The results (Mean = 2.09) revealed that wellbeing programmes at UKZN had on academic performance. The the results (Mean = 4.04) showed that employee wellbeing had a significant impact on academic performance at UKZN. This chapter also presented the qualitative result of each construct this research intended to study. The qualitative data supported most of the result that was presented by the quantitative data. The qualitative information gave a more indepth information regarding the result that was gained in quantitative research.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main aim of the study was to investigate the relationship between wellbeing and academic staff performance. The researcher has indicated that this topic has been looked at by several scholars in different parts of the world. The gap which the researcher intended to address was based on the cultural context these wellbeing studies were conducted by other scholars. The researcher identified that majority of wellbeing studies among academic staff were conducted in the western countries. The researcher identified a lack of literature on wellbeing and academic staff performance in South African universities. This is caused by the fact that there has not been enough research on wellbeing and academic staff performance conducted among South African universities.

Another gap this study intended to address was the issue of universities putting more emphasis on formulating wellbeing programs that focuses on addressing certain diseases such as HIV/AIDS and cancer awareness programs. This research looked at all types of wellbeing, which are physical, mental, psychological and social. The result obtained from this study will enable universities to be enlightened about the importance of addressing all levels of wellbeing and not directing wellbeing programs on particular diseases. It was significant that this research be conducted because developing countries spend 15 to 35 percent of their national budgets on education, and poor performance of academics can have an adverse effect on growth and development of such countries.

It was also important that this study be conducted because the empirical findings of this research will enable South African universities to make informed decisions about the importance of maintaining a good state of wellbeing among their academic staff. The target population for the study were academic staff members at UKZN in Westville and Howard college campus. The systematic sampling method was the sampling technique that was used in this study for quantitative research. The University of KwaZulu-Natal has a population of 565 academic staff and a sample of 229 was selected according to the table of Krejcie and Morgan (2012).

A coded structured questionnaire with ten-point likert scale was administered to the participants to measure all level of wellbeing. These research questionnaires also assessed the effectiveness of wellbeing programs that are currently implemented at the University of KwaZulu-Natal on academic staff wellbeing. The quantitative data that was collected and used the Statistical Package for Social Sciences (SPSS, version 24) to analyse the data and the results were presented using graphs, pie charts and tables. The qualitative data was also collected to receive a more in-depth information about the wellbeing of academic staff at UKZN. The purposive sampling method was the sampling technique that was used for qualitative research. The qualitative data was gathered using open ended questionnaires and interviews.

The qualitative data was analysed and interpreted by the researcher and the result were used to support the quantitative findings. The research did fulfil its objective by addressing each and every research objective that it intended to study when looking at wellbeing. Although the findings of the research were different from what other researchers had discovered when looking at wellbeing and academic staff performance, however, the research was able to measure each construct that it is intended to study.

5.2 Discussion

This study had the following objectives and key research questions

5.2.1 Research questions

1. What is the influence of physical wellbeing on academic staff performance at UKZN?
2. What is the influence of mental wellbeing on academic staff performance at UKZN?
3. What is the influence of psychological wellbeing on academic staff performance at UKZN?
4. How does social wellbeing influence academic staff performance at UKZN?
5. How effective are wellbeing programs in promoting academic staff performance?

5.2.2 Research objectives

1. To investigate the influence of physical wellbeing on academic performance at UKZN.
2. To understand the influence of mental wellbeing on academic performance at UKZN.
3. To examine the influence of psychological wellbeing on academic performance at UKZN.

4. To explore the influence of social wellbeing on academic performance at UKZN.
5. To assess the effectiveness of wellbeing programs in promoting academic staff performance.

The **first key research question** was to identify the impact of physical wellbeing on academic performance. The researcher looked at three main issues which are physical exercise, substance abuse, chronic diseases when addressing the issue of physical wellbeing. Physical exercise was addressed as one of the main indicators of physical wellbeing as it is found to reduce chronic illness such as high blood pressure and stroke. It was also found to reduce the level of stress and depression, it can also improve mood and stress management (Malik, Blake & Suggs, 2014).

The results reflected in Table 4.2 demonstrated that the physical needs of UKZN lecturers had a mean score of 2.90 on the scale of 1-5. Statistically, as mentioned above, this suggested that the physical wellbeing of the UKZN lectures had no influence on the academic performance in the university. There was a positive response from the participants towards their state of physical needs as 90.5 % of the respondents agreed that they felt physically fit. A proportion of 71.5% of the respondents disagreed that there are days they get tired before they get to work.

The qualitative result also gave a positive response towards the physical wellbeing of academic staff in UKZN. Majority of the participants agreed that they are not suffering from any chronic disease. The positive health state of academic staff in UKZN can be one of the reasons why there was such a positive response on their level of performance.

The **second research question** the study intended to address was the issue of mental wellbeing. Mental health in this paper was defined as continuum of neurophysiological and cognitive state that is related to emotion, mood, thinking and behaviour. According to (Madsen, Tripathi, Borritz, & Rugulies, 2014) mental illness should not only be considered as the absence of mental illness but it should also be looked at as the ability of one to realise their abilities and potentials, to be productive and able to cope with normal stressors of life. It was significant that mental wellbeing should be looked at as mental disorder symptoms are characterised by behavioural and cognitive impairment that result into loss of productivity and severe reduction of work ability (Madsen et al., 2014). The quantitative result on table 4.3 (refer to chapter 4) indicated a mean score of 3.76. This mean score suggest that mental wellbeing of academic staff has a significant impact on the performance of academic staff. The quantitative result also suggested that participants responded

positively to most of the items measuring mental wellbeing while a very fewer responded negatively. A proportion of 89% agreed that they have never been diagnosed with any mental disorder that could have affected their ability to think effectively. The qualitative result supported the quantitative findings as well by indicating a positive response of academic staff towards mental wellbeing.

Majority of the participants in a qualitative study gave a positive response towards being creative and optimistic towards their work. These findings are contrary to the result that has been indicated by other scholars who looked at mental wellbeing in other tertiary institutions. The study that was conducted in Malaysia which looked at the increase in the number of universities in this country has amplified the competition among universities to be recognised as the best performing university (Ahsan, Abdullah, Alam & Gun Fie, 2010). This has created pressure on academic staff to put more effort on their academic work. This has reduced work satisfaction from academic staff and has affected their physical and mental wellbeing (Ahsam & Abdullah et al., 2010).

Another study that was conducted in the UK to trace work related wellbeing of academic staff in the universities indicated a poor mental state of academic staff. Research conducted in the UK and Australia has demonstrated evidence of high level of depression and anxiety among academic staff compared to occupation group (Ahsam & Abdullah et al., 2010). Both these result are contrary to the findings of this research regarding the mental state of academic staff at UKZN.

The **third research question** this paper intend to address is the issue of psychological wellbeing. Psychological wellbeing in this paper assessed the subjective wellbeing of academic staff. Psychological wellbeing include the optimal functioning of the individual and involve concept such as having purpose in life, hope, life satisfaction and happiness (LaMontagne et al., 2014).The quantitative result indicated a mean score of 3.69 which means that psychological wellbeing has a significant influence on academic staff performance.

There was a positive response on the psychological wellbeing of academic staff in UKZN. This is indicated by the result of 88.5% of the respondents having a positive mind-set by always looking on the bright side of things with regards to their work. A proportion of 78% agreed to have good stress management skills with regard to handling pressure and staying focus. The psychological wellbeing in this study was more based on assessing the subjective wellbeing of academic staff, as its looked at the reaction and feelings that one has about different experiences in their lives.

The findings of this research contradicted the result of some scholars who indicated that high level of workload and time pressure can increase stress and burnout among employees (Sonnetag, 2015). According to Fida & Laschinger (2014) a study that was conducted among nurses demonstrated a high level of workload, this has resulted into burnout, depression, significant memory impairment and sleeping disturbance among nurse. This has led to job dissatisfaction and poor performance among nurses. The results in this study indicate a positive psychological state of wellbeing among academic staff. According to the findings of this research academic staff at UKZN are able to think creatively to improve the standard of their work. The qualitative result also supported the quantitative findings, majority of the respondents who were interviewed agreed to have good stress management skills. The respondents argued that they are able to plan their work on time and this enables them to manage their workload effectively. This could be one of the main reasons as to why the stress level of academic staff at UKZN towards their work was found to be low.

The **fourth research question** is the issue of social wellbeing. This paper considered Maslow's definition of social wellbeing as based on the need to have a sense of belonging, affection and loved from colleagues, family, friends and romantic relationships (Kiruja & Mukuru, 2013). The quantitative findings reflected a mean score of 3.67 (table 4.5) which indicated that social wellbeing has a significant impact on academic performance. The findings of this research indicated a positive state of social wellbeing among academic staff. This was indicated by the proportion of 65.5% of the respondents who agreed that their colleagues show concern and caring for one another. A proportion of 60% of the respondents agreed to the statement that co-workers assist each other with their heavy workloads which might threaten their target completion time. This can be viewed as one of the reasons why they is a good stress management skills among academic staff since they are willing to help each other with their work.

A proportion of 70% of the respondents agreed that they receive good support from their family and friends concerning their work. According to Bell et al., (2012) as academic staff are trying to find balance between their work-life and private-life, work- home interference has become one of the main stressors that can cause a threat in the satisfaction of social wellbeing. This in reverse may result into home-work interference that might affect employees' interpersonal relationship with their colleagues (Bell et al., 2012). The 70% result of the respondents who agreed that they

have a good support system from family and friends is an indication that work-home interference is low or absent among academic staff in UKZN. This can be considered as a reason why there is a positive stage of interpersonal relationship among academic staff since their work does not interfere with their relationships at home.

The qualitative result also supported the findings of the quantitative research. The qualitative result demonstrated a positive response towards the interpersonal relationship of employees in the organisation. One of the respondents in qualitative research argued that there is a training program that is called an Induction Program that is offered at UKZN. The main purpose of this program is to strengthen the relationship of academic staff and improve communication skills among employees. The application of such programs in this university can be considered as one of the reasons why they have a positive interpersonal relationship among employees.

The **last research question** this paper intended to address is the issue of wellbeing programs at UKZN. In this paper the wellbeing programs applied at UKZN refers to those programs that addresses the physical, social, mental and psychological wellbeing of academic staff in the organisation. The quantitative result indicated a mean score of 2.09 on wellbeing programs at UKZN. This means that the wellbeing programs implemented at UKZN do not have a significant impact on academic staff performance. This is indicated by the result of 72% of the respondents who disagreed to the statement that they are actively involved in the wellbeing programs offered at UKZN. The result also indicated that 84.5% of the respondents disagreed to the statement that in the past two months they have attended at least one counselling program at work. The qualitative result supports the findings of the quantitative result. This was demonstrated by the responses of academic staff in qualitative research who argued that they are not even aware of the wellbeing programs that available for them. Other respondent argued about the issue of confidentiality is their main concern with regard to using any counselling services that are been offered at the university.

5.3 Recommendations

By looking at the result and the discussion of this study, the following suggestions are given to improve the wellbeing and performance of academic staff at UKZN.

- By looking at the outcome of this study the scholar discovered a necessity for the improvement on the promotion of wellbeing programs that are directed towards the wellbeing of academic staff at UKZN.
- The wellbeing facilities that are currently available at UKZN such as the psychology clinic need to create an environment in their facilities that is accommodative for both academic staff and students. This can be achieved by making their facilities to be available for external psychologist to conduct their consultation in their clinic. This could address the issue of confidentiality which the academic staffs were more concerned about.
- The wellbeing programs that have been promoted in the past at UKZN are directed at addressing certain sicknesses such as cancer and HIV/AIDS. Based on this study it is very clear that all level of wellbeing need to be addressed. Therefore, future wellbeing programs need to promote all level of wellbeing such as physical, mental, psychological and social since they have an influence on performance. The university can address these by opening a gym specifically for academic staff and selling more healthy food in the university to academic staff. They can also achieve this by having workshops during the course of the year which teaches stress management skills.

5.4 Direction for further research

Further research is recommended at examining whether gender has any effect on physical, mental, social and psychological wellbeing of academic staff at UKZN. This will further help scholars to understand whether there is any substantial variance in performance of academic staff based on their wellbeing influenced by their gender.

5.5 Conclusion

This study intended to understand the correlation that exist between wellbeing and academic staff performance. It also purposed to address the wellbeing programs that are currently implemented in UKZN whether they address all level of wellbeing which are physical, mental, psychological and social wellbeing. According to the outcome of this research it has clearly verified the correlation between each feature of wellbeing the study intended to measure with performance of academic staff. The study also demonstrated a positive physical, mental, psychological and social wellbeing of academic staff in UKZN. It also demonstrated that more focus and dedication need to be put with regard to promoting the participation of academic staff on wellbeing programs

implemented at UKZN. It was also demonstrated that the future wellbeing programs need to focus on improving all level of wellbeing among academic staff and not just focus on addressing certain diseases.

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Appendices

Appendix A: Ethical Clearance



23 May 2018

Ms Xolile Nomzama Nene (212541551)
School of Management, IT & Governance
Westville Campus

Dear Ms Nene,

Protocol reference number: HSS/0494/018M

Project Title: The relationship between wellbeing and academic staff performance at the University of KwaZulu-Natal

Approval Notification – Expedited Application

In response to your application received 16 May 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

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

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

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr SO Atiku
Cc Academic Leader Research: Professor Isabel Martins
Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Professor Shanuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 354201 Durban 4006

Telephone: +27 (0) 31 293 3537/8830/4567 Facsimile: +27 (0) 31 200 4608 Email: shsingh@ukzn.ac.za / surmanon@ukzn.ac.za / mchujoo@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix B: Information Sheet and Consent to Participate in the Research

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL For research with human participants

Information Sheet and Consent to Participate in Research

Date: 07/02/2019

Greetings,

My name is Xolile Nomzamo Nene and I am currently doing my Masters degree in the field of Human resource management in the school of Management, IT and Governance at the University of KwaZulu Natal (Westville Campus).

You are being invited to consider participating in a study that involves research on, the relationship between wellbeing and academic staff performance at the University of KwaZulu Natal. The aim of the study is to examine the impact of wellbeing on the performance of academic staff in UKZN. The study is expected to include 229 academic staff who will be participants of the study and they will be recruited from UKZN (Howard Collage) and UKZN (Westville Campus).

The study will not involve any risk to the participants since the instrument that will be used to collect the data will be questionnaires. Therefore, you will be protected from any physical harm because you will complete the questionnaire at your own convenient space. There is no reward that will be personally given to the participants for participating in the study but the feedback about the result of the research will be emailed to the participants. This may be beneficial to you as the participants since you will be more enlightened about the impact of wellbeing on academic staff performance.

This research will not only be beneficial to the participants but it will be a great contribution to the scientific body of knowledge since this topic has been researched before in Western continents. The study will be beneficial to all tertiary institutions based on the actions that can be taken to maintain the wellbeing of academics' staff knowing the value it will bring to the organization and the nation.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (HSS/0494/018M).

In the event of any problems or concerns/questions you may contact the researcher at (0813169746) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban 4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

(xolile Nomzamo Nene)

CONSENT TO PARTICIPATE

I have been informed about the study entitled Factors influencing academic staff performance at UKZN conducted by Xolile Nomzamo Nene.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (0813169746).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion	YES / NO
Video-record my interview / focus group discussion	YES / NO
Use of my photographs for research purposes	YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator

Date(Where applicable)

Appendix C: Interview Guide

Interview question

Student name : Xolile Nomzamo Nene

Student number: 212541551

Date :10/04/2018

Project title : The relationship between wellbeing and academic staff performance at the University of KwaZulu Natal

A. Interview Details

A.1.Date

A.2.Place:

A.3.Time:

B. Biographic Details

B.1.Codename:

B.2.Gender:

B.3.Age:

B.4.Marital status:

B.5.Highest level of education obtained:

B.6.Working experience as an academic staff:

C. Open-ended questionnaires on academic staff wellbeing

Please answer the following questions to the best of your ability

1. Do you think that you are physically healthy to meet all the demands of your work?

Please justify your answer.

2. Do you think creativity and optimistic has been the main factors for your success in your academic work. If so Please justify your response.

3. Do you think you have good stress management skills that enables you to management your workload and work effectively? Please motivate your answer

4. Do you feel you have good interpersonal skills that enables you to work with your colleagues more effectively? Please motivate your answer

5. Do you feel that the health programs offered at work addresses all level of wellbeing that are relevant to improve the performance of employees? Please motivate your answer.

Appendix D: Research Questionnaire

Factors influencing academic staff performance at UKZN

Research questionnaire

Please answer **all** sections in this questionnaire

For each of the questions below, tick the **ONE** response option that best applies to you

Section A: Biographical information

1.1 Gender

Male	Female

1.2 Age

20-34	35-49	50-69	70 and above

1.3 Marital status

Single	Married	Divorced/ Separated	Widowed

1.4 Highest level of education obtained

Bachelor's degree	Honours Degree	Masters degree	PhD	Other: Please specify

1.5 Working experience as an academic staff

Up to 3 years	3 to <6 years	6 to <9 years	9 to <12 years	12 years and above

Section B - Physical needs and performance

Indicate your agreement with the following statements:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
B1	I feel physically fit					
B2	My energy levels at work are high					
B3	I engage in fitness exercise to stay fit					
B4	There are days I feel tired before I arrive at work					
B5	I feel energized the entire day at my place of work.					
B6	Lately I have been suffering from various health issues.					
B7	After my day at work I usually feel worn out and weary					
B8	My workload is such that I do not have enough time to sleep					
B9	I abuse substances such as drugs, cigarettes and/or alcohol					
B10	I have enough energy after work for my leisure activities.					

Section C - Mental wellbeing

Indicate your agreement with the following statements:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
C1	I feel connected to the environment around me.					
C2	I have never been diagnosed with any mental disorder that could affect my ability to think effectively					
C3	I feel confident in analysing long and short term problems with regard to my work in order to find practical solutions.					
C4	I tend not to think much at work and just do my job mechanically					
C5	Lately I have been thinking of various ways to reach my personal goals					
C6	I enjoy challenges at work that excite my senses					
C7	When I fail to perform a task well at work I am able to find ways to improve my performance					
C8	I think positive thoughts and am optimistic about my life and future					
C9	When I experience a setback at work I struggle to think of ways to recover from it					
C10	I am able think of new creative ideas to improve the quality of my work.					

Section D - Psychological wellbeing

Indicate your agreement with the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
D1	I usually feel confident to manage difficult tasks at work					
D2	I always look on the bright side of things regarding my work					
D3	I have good stress management skills which enable me to handle pressure and remain focused					
D4	I do not get anxious about situations in my life					
D5	I see myself as being successful.					
D6	At my work I sometimes feel emotionally drained					
D7	I feel motivated to come up with new creative ideas to improve my work.					
D8	I have never felt too overwhelmed by my work that I become disconnected from clients and co-workers.					
D9	I do not feel inspired to do more than is expected from me in my job					
D10	I am optimistic that I will succeed even when faced with major challenges					

Section E - Social wellbeing

Indicate your agreement with the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
E1	I trust my colleagues at work					
E2	The people I work with show concern and caring for each other.					
E3	A high level of integrity is present among employees with whom I work					
E4	My co-workers and I assist each other when heavy workloads threaten our target completion times.					
E5	I get on well with my co-workers					
E6	I have learned to peacefully resolve conflict with my colleagues if a problem arises					
E7	I engage socially with some of my co-workers					
E8	I feel like I am an important part of the decision making team in the organization/school					
E9	My workload does not interfere with my personal life					
E10	I receive good support from my family and friends concerning my work					

F - Wellbeing programs at UKZN

Indicate your agreement with the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
F1	I am actively involved in the wellbeing programs offered at work.					
F2	I am participating in the health and the fitness programs that are offered at work.					
F3	I have changed or am currently planning to transform to a more healthy diet.					
F4	In the past two months I have attended at least one of the counseling programs at work.					
F5	I have attended a counseling program offered at work to teach stress management skills.					
F6	I am making use of the mental health information that is being offered at work					
F7	I am actively involved in the team building programs that are offered at work.					

G - Employee's wellbeing and performance

Indicate your agreement with the following statements:

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
G1	I work hard every day at work to accomplish my goals and objectives					
G2	I have a positive attitude towards change at work and I look forward to doing new tasks					
G3	I generally receive good feedback about my work from my colleagues and supervisor					
G4	I use my skills to reach my full potential at work					
G5	I work effectively under pressure at work.					
G6	I always complete my work by the given deadline.					
G7	I explore opportunities at work that enable me to learn new things.					
G8	I always give of my best at work					
G9	I work closely with my supervisor to get the best result from my work					
G10	I always do my best to be present at work at all times					

Thank you for your participation