

AN INVESTIGATION ON THE ROLE OF SECONDARY SCHOOL TEACHERS'
PSYCHOLOGICAL CAPITAL AND PERCEIVED SUPERVISOR SUPPORT ON

JOB

STRESS, IN WINDHOEK, NAMIBIA.

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ABSTRACT

Secondary School teacher in Namibia have a substantial influence on the progression of both the social and economic aspects of the community. However, in fulfilling this responsibility, teachers in Namibia are confronted with numerous issues that contribute to job stress. In order to identify possible measures to mitigate this issue, the study's purpose was to investigate the role of secondary school teacher's psychological capital and perceived supervisor support on job stress, in Windhoek, Namibia. The study implemented the convenience sampling technique with a participant pool of 263 teachers. Furthermore, the investigation utilised a quantitative approach through the implementation of questionnaires. This included the use of the Work Stress Questionnaire to measure job stress, the Compound Psychological Capital Scale to assess psychological capital and the supervisor relations subscale derived from the Antecedents Scale, to measure perceived supervisor support. Data analysis was conducted using SPSS Version 29, wherein measures of internal reliability, Pearson correlation and regression analysis were determined. The study uncovered an insignificant correlation between psychological capital and job stress ($r = -.07, p > .05$) This reveals that psychological capital is not associated with the changes in the level of job stress. However, subsets of psychological capital, such as hope ($r = -.15, p < .05$), and resilience were found to have a negative significant correlation ($r = -.15, p < .05$); thus indicating that an increase in psychological capital is associated with a decrease in job stress. Moreover, self-efficacy was observed to have a negative significant relationship with the subsets of job stress, specifically influence at work ($r = -.20, p < .05$) and individual demands and commitment ($r = -.15, p < .05$), therefore, indicating that an increase in self-efficacy was associated with the decrease in job stress dimensions influence at work and individual demands and

commitment. The study also revealed that the most effective regression model for intervention development is one that encompasses the subsets of psychological capital and perceived supervisor support. Hence, the study provided recommendations that foster psychological capital and perceived supervisor support at individual level, organisational and regional level. It is further recommended that further investigations should be carried out to obtain a comprehensive understanding of other factors that could influence work-related stress, such as coping mechanisms and leadership styles

Key words: Job stress, psychological capital, perceived supervisor support, Namibia

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DECLARATION

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CHAPTER ONE

1.1 INTRODUCTION AND BACKGROUND

The United Nations (UN) lists 17 sustainable development goals which Namibia highly ascribe to. Sustainable Development Goal Number 4 (SDG4) on education urges state parties to ensure that education provision is inclusive and equitable (United Nations, 2022). The sustainable development goal of education can be argued to be directly and indirectly linked to other sustainable development goals, such as, Goal (i.e. on poverty), Goal 2 (on food security) and, Goal 3 (on good health). According to SDG4, education is elemental in the cultivation of a successful and flourishing world (Singh et al., 2022).

As such, the importance of education for national and social transformation is widely emphasised. Education is viewed as the catalyst to social development and can be deemed as a vital component to the progression of society's economic status (Wong & Ng, 2020). Teachers contribute to the establishment of social change and the provision of quality education (Ahmed & Malik, 2019; Colao et al., 2020), and as a result, impact the economic and moral formation of society (Jellenz et al., 2020). Changwong et al. (2019) and Jellenz et al. (2019), describe education as a platform that creates opportunities for learners and students to take their positions in the labour force, and inevitably changes the financial trajectories for their own lives and families.

Equally as important, education fulfils the role of transferring knowledge and contributes to the acculturation of students, to societal norms (Colao et al., 2020). As

such, the provision of education instils virtuous actions such as kindness and, benevolence and cultivates the capacity for students to take ownership of their actions, and to become responsible citizens (Pastor & Sicilia-Camacho, 2017).

It is imperative to acknowledge that the effective delivery of quality education is reliant on teachers' contribution; teachers are considered the frontline workers in the education sector (Utami & Vioreza, 2021). This is demonstrated by the various roles that teachers play; these include demonstrating values and conduct that is acceptable, and influencing students to portray similar behaviour (Gui et al., 2020). Moreover, Baliyan et al. (2018), assert that teachers play a significant role in moulding students' characters through the use of discipline, as well as through the transfer of knowledge and skills for academic development of students (Lopez & Sicilia, 2017). This requires teachers to make intentional efforts to develop the students' moral campus (Gui et al., 2020) thus, alluding to the fact that teachers could be key role models for learners and students. According to Rayner and Espiroza (2016), teachers are the first place of contact, in the case where students are in distress or in need of mentorship. It is therefore the responsibility of teachers to facilitate the relevant processes needed for learners to receive the required support (Rayner & Espiroza, 2016).

Despite teachers' invaluable contribution, as alluded to earlier, educators are faced with a myriad of issues that hinder their ability to carry out their roles effectively, and these can be argued to contribute to experiences of job stress (Bozkuş, 2020). The field of teaching is widely recognised as a taxing occupation, owing to the high job demands, and limited job resources available (Towers et al., 2022). In recent

years, Zang et al. (2022), revealed that existing issues faced by teachers were exacerbated by a recent breakout of the Covid-19 pandemic and that teachers all over the world were faced with heightened job demands and were forced to work for longer hours. In addition, Diliberti and Schwartz (2023), emphasised that from the period before 2020 and after the years of the pandemic, schools in the global context are experiencing an increased attrition rate. It can be posited that the attrition rates are attributed to the adverse work conditions. This notion is echoed by Newberry and Allsop (2017), who assert that the work environment influences teachers' decisions to resign from their jobs. These assertions suggest that the work conditions within schools have been unfavourable globally.

Furthermore, empirical research on teachers in developed countries gives insight into the work environment of teachers. According to Towers et al. (2022), teachers in developed countries are experiencing an excessive workload resulting in long working hours. Teachers are not only faced with challenges such as, long working hours but are also confronted with the responsibility of addressing and managing students' misbehaviour. Rayner and Espirioza (2016), support the view that teachers in industrialised countries are often overwhelmed by the behavioural issues that students portray during classes. This behaviour is described to be disruptive of class proceedings as it renders it even more difficult for teachers to manage the classroom efficiently (Verner et al., 2022). In addition, to the difficulties teachers face in the classroom, educators are tasked with managing direct parental harassment, from students' parents (Dos Santos, 2020). As such, a work environment that encompasses these conditions can be argued to contribute to teachers' experience of occupational stress (Newberry & Allsop, 2017).

Similarly to developed countries, teachers in developing countries are challenged with managing students that demonstrate problematic behaviour. This is attributed to the high teacher-class ratio coupled with excessive administration tasks that they are required to fulfil (Arismunandar et al., 2022). It could be argued that challenges faced by schools in developing countries are more complex than those in developed countries. Teachers are confronted, on a daily basis, with disintegrating classroom structures (Nkambule, 2022) which compels them to make personal financial sacrifices to compensate for the lack of classroom resources, despite the low salaries that they receive (Newberry & Allsop, 2017; Shikalepo, 2020). Moreover, Desouky and Allam (2017) postulate that teachers in developing countries experience a higher level of financial insecurity because of the uncertainty of the duration of their employment. This further contributes to feelings of discouragement among teachers, which is exacerbated by a lack of appreciation and acknowledgement that teachers experience (Mukeredzi, 2016).

Research findings in the Namibian context highlight that teachers' work environment is marked by a heavy teaching load, which persists due to a shortage of teachers, lack of teaching resources and supporting infrastructure, inadequate salaries, and limited opportunities for learning and career advancement (Janik, 2013; Verner et al., 2022; Zimba et al., 2015). Owing to the work conditions of teachers in Namibia, experiences of stress by teachers is inevitable.

Job stress is explained to be an outcome of the interaction that occurs between the employee and a work environment that is appraised to be a threat to well-being (Li et

al., 2018). Although stress levels of teachers in Namibia can be decreased by simply working towards a strategy that takes into account the challenges that teachers experiences, such as, those emphasised by Haufiku et al. (2022); Janik (2013); Muyambana (2019); and Zimba et al. (2015), it is essential to note that amicable solutions to these challenges will not appear overnight.

The challenges faced by teachers call for a significant amount of finances, which the Namibian Government, arguably, does not have the capacity to adequately provide. This is evident in the funds provided to the Ministry of Education Arts and Culture in the 2023/2024 financial year, totalling 16, 2 billion Namibian Dollars; this allocation falls short in meeting the costs at hand (Alberts, 2023; Shapwanale, 2018). This includes expenditures, such as, personnel costs and the provision of free education (Nambinga, 2018; Smit, 2023). This has led the government to implementing cost-saving strategies due to the discrepancy between the expenses and income (Ministry of Education, Arts and Culture, 2022). As a measure to mitigate these financial constraints, budget cuts have been implemented, resulting in the delay of school facility developments and the acquisition of new learning materials (UNICEF, 2017). Moreover, budget cuts will persist due to the negative economic effects of the Covid-19 pandemic, which will require some time for the country to recover (Ministry of Education, Arts and Culture, 2022). Hence, these factors could contribute to challenges in the work environment which could potentially lead to heightened levels of teachers' job stress.

In consideration of the demanding nature of teachers' work environments, scholars have made efforts to explore variables that could reduce job stress. Demir (2018)

expresses psychological capital as an elemental component that could influence the level of job stress experienced by employees. Psychological capital is a positive psychological state of development that is characterised by four distinct components, namely self-efficacy, positive outlook, hope and endurance (Luthans et al., 2006). The first component of psychological capital is self-efficacy, which is an individual's self-assurance to carry out and to efficiently complete difficult tasks (Luthans et al., 2015). It has further been established through research that regardless of the hinderances they encounter, individuals with high levels of self-efficacy are highly driven to accomplish set goals (Cavus & Gokcen, 2015). This is arguable because self-efficacy enhances teachers' capacity to manage adversity effectively due to the confidence, that they can complete tasks effectively (Putwain & Von Der Emse, 2019). Secondly, optimism is an individual's capacity to make positive ascriptions about succeeding in the present and in the coming times (Luthans et al., 2015). Cavus and Gokcen (2015), confirmed hope as the persistence demonstrated towards attaining set objectives, and rechannelling one's course of action when the need arises- this is for the purpose of increasing the possibility of succeeding. Lastly, Luthan et al. (2015) defined resilience as an individual's ability to maintain momentum and to demonstrate the ability to rebound against adversity. Research by Abbas and Raja (2015) also established that psychological capital enhances the employees' capacity to formulate and implement solutions to the challenges they are confronted with, which reduces the job stress experienced. Based on literature presented, psychological capital can be a vital psychological resource that can reduce job stress.

In addition, further investigations have been undertaken on the effects of perceived supervisor support on workplace stress. Supervisors are faced with the task of ensuring that the employee has the capabilities to carry out their tasks. Amenities such as, autonomy and recognition are reported to contribute to the positive perception of supervisor support (Afzal et al., 2019; Kanat-Maymon & Reizer, 2017). Furthermore, research by Langford and Crawford (2022), confirms that teachers view their supervisors as supportive when they have the adequate work tools, and financial support. Additionally, managers providing training opportunities for the teachers is explained to contribute to a positive view of supervisor support (Gulbahar, 2020). It has also been outlined that supervisors have a pivotal role in ensuring that employees possess the necessary tools to effectively manage potentially stressful tasks (Abbas & Raja, 2015). Roemer and Harris (2018), state that psychological capital, in conjunction with supervisor support, can contribute to the teachers' ability to cope with occupational stress.

Despite the current research findings on psychological capital and perceived supervisor support, there is limited research on the role of psychological capital and perceived supervisor support on job stress in secondary school teachers. Therefore, this study aims to investigate the role of psychological capital, and perceived supervisor support on secondary school teachers' experiences of job stress.

1.2 STATEMENT OF THE PROBLEM

Teachers are crucial for the social and economic reform of any nation. According to Ahmed et al. (2019) and Kaupa (2020), teachers have a significant impact on the development of the future leaders and skilled personnel in all domains of the Namibian economy. Furthermore, Zimba et al. (2015), explains that most Namibian

teachers are experiencing declining levels of motivation, hefty administrative responsibilities, and limited teaching and learning materials, all of which can be argued to affect teachers' effective functioning in their role.

Work conditions in the teaching profession pose several obstacles that are stated to cause work-related stress in teachers (Engelbrecht, 2020). Haufiku et al. (2022), describes classrooms to be densely populated due to the large number of students placed in the classroom. Therefore, teachers are finding it challenging to manage the classroom noise, thus making it difficult to control activities taking place in the class setting (Haufiku et al., 2022). Despite the conditions mentioned, teachers are expected to ensure that students understand the material; however, the number of students allocated to teachers makes this task extensively onerous (Amahdilla & James, 2022). This sometimes includes the presence of dilapidated infrastructures, which leads to classes being defenceless to the weather conditions because teachers are forced to conduct classes under trees (Shikalepo, 2020). Such conditions could contribute to job stress, as the job demands resources model posits that teachers facing high job requirements without adequate resources may experience job stress. Moreover, unfavourable work conditions are attributed to the decline in the work performance of teachers (Kaupa, 2020). This decline compromises the quality of education and has the potential to jeopardise the mandate of basic education in Namibia (Zimba et al., 2015). Daniel (2019), reinforces this perspective and provides further evidence that indicates that not only does job stress reduce employees' proficiency, but it also impacts employees' mental health.

Concurrently, the heightened stress levels experienced by secondary school teachers in Namibia, as emphasised by Kaupa (2020), make them susceptible to mental disorders, such as depression, which in turn hinders the employee's capacity to fulfil work tasks effectively. This is reported to contribute to an increase in the turnover rate, which is detrimental to the sustainability of the education mandate in Namibia. Due to the increased turnover rate, teachers are often faced with the issue of taking on more classes, contributing to a disproportionate teacher-class ratio (National and Regional Consultations on Transforming Education in Namibia, 2022). Amidst the external work factors that can be argued to cause stress in teachers, it is crucial that the role of teacher's internal positive resources on decreasing job stress is investigated.

Literature on Namibian secondary school teachers' functioning, include well-being (Janik, 2013); meaningful work (Janik & Rothmann, 2015); job satisfaction (George et al., 2008), and implementing education for sustainable development in Namibia (Anyolo et al., 2018). However, within the Namibian context, empirical research on psychological capital, perceived supervisor support, and job stress remains scarce. However, some studies, such as research conducted by Aderibigbe and Mjoli (2018) in Nigeria, have examined psychological capital and perceived supervisor support independently. The study demonstrated the effects of psychological capital in mitigating the adverse effects of job stress (Aderibigbe & Mjoli, 2018). In a similar vein, a study in Namibia by Amunkete and Rothman (2015), affirmed the importance of psychological capital in managing job stress. However, this study did not specifically focus on secondary school teachers, additionally leaving the role of perceived supervisor support unexplored. Similarly, investigations like that of Weigl

et al. (2016), in Germany have emphasised the significance of perceived supervisor support in alleviating job stress but often without considering psychological capital. Consequently, there exists a gap in the literature concerning the role of psychological capital and perceived supervisor support on secondary school teachers, particularly within the Namibian context, highlighting the need for further research to address this gap.

1.3 OBJECTIVE OF THE STUDY

The main objective of the study is to investigate the impact of psychological capital and perceived supervisor support on secondary school teachers' experiences of job stress in Windhoek, Namibia. Furthermore, the study aims to explore the relationship between specific subsets of Psychological Capital, including self-efficacy, optimism, hope, and resilience, and job stress among secondary school teachers in Windhoek, Namibia. Additionally, the study seeks to examine the association between perceived supervisor support and job stress levels among secondary school teachers in the same region.

1.4 HYPOTHESIS OF THE STUDY

Hypothesis 1:

- *Null hypothesis:* Psychological Capital does not have a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.
- *Alternate Hypothesis:* Psychological Capital has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.

Sub-hypothesis 1a:

- *Null hypothesis:* Psychological Capital subset, hope does not have a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.
- *Alternate Hypothesis:* Psychological Capital subset, hope has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.

Sub-hypothesis 1b:

- *Null hypothesis:* Psychological Capital subset, self-efficacy does not have a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.
- *Alternate Hypothesis:* Psychological Capital subset, self-efficacy has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.

Sub-hypothesis 1c:

- *Null hypothesis:* Psychological Capital subset, resilience does not have a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.
- *Alternate Hypothesis:* Psychological Capital subset, resilience has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.

Sub-hypothesis 1d:

- *Null hypothesis:* Psychological Capital subset, optimism does not have a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.
- *Alternate Hypothesis:* Psychological Capital subset, optimism has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.

Hypothesis 2:

- *Null hypothesis:* Perceived supervisor support does not have a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.
- *Alternate Hypothesis:* Perceived supervisor support has a significant relationship with job stress of secondary school teachers in Namibia.

1.5 SIGNIFICANCE OF THE STUDY

The study, being fairly novel in Namibia, will contribute to existing findings on teachers' occupational functioning by providing empirical evidence on the relationship between the key variables of the study. An understanding on the role of positive personal resources and perceived supervisor support is pivotal for the Namibian secondary school teacher and key stakeholders (i.e., the schools that employ them, and the line government ministry), as it will pave way for the development of interventions, tailored towards the control of possible stressors in the workplace. The education sector relies on government financial assistance for operational costs. However, this financial assistance is not adequate to cater for the

demands and challenges inherent to the teaching profession. This study, presents a bottom-up approach of managing the assumed stressful work environment of teachers. It shifts the focus from the traditional deficiency paradigm, to a strength paradigm that aims to identify and develop the personal resources inherent in teachers, through various individual and organisational level interventions. Furthermore, the study explored how, these interventions, combined with the right dosage of supervisor support, can capacitate teachers to triumph in challenging work environments.

1.6 KEY CONCEPTS DEFINED

1.6.1 Job stress

Job stress is defined as the cognitive assessments an employee makes towards challenges faced in the workplace (Li et al., 2018). It can further be explained as, lack of equilibrium in the work demands and the occupational demands (Schaufeli, 2017). Therefore, job stress is the strain an employee experiences, due to the disproportion of the work requirements compared to the individual's capacity to fulfil the work demands (Chirico, 2016).

1.6.2 Psychological capital

Luthans and colleagues (2015) describe psychological capital as a person's psychological condition of growth, distinguished by possessing assurance (efficacy) to engage in and exert the required effort to excel in demanding tasks; forming a positive attribution (optimism) to success both presently and in the future; persisting toward objectives and, if needed, altering courses toward goals (hope) to achieve success; and when confronted with challenges and adversity, maintaining, rebounding, and even surpassing (resilience) to achieve success. The four

components previously mentioned operate in synergy to enhance the individual's ability to achieve goals (Luthans & Youssef-Morgan, 2017).

1.6.3 Perceived supervisor support

According to Afzal et al. (2019), perceived supervisor support, refers to employees' perceptions of how valuable their contributions are to their managers, and how much attention their managers pay to their well-being. Therefore, perceived supervisor support primarily involves the employee's evaluations of the encouragement and acknowledgement they receive from their managers, for their dedication at work (Afzal et al., 2019). Moreover, perceived supervisor support is marked by the employee's view that their supervisor tends to their welfare (Nkambule, 2022).

1.7 CHAPTER SUMMARY

This chapter presented the background of the study and, the problem statement that gave insight on the compelling needs of the study. Furthermore, this chapter outlined the objective of the study, which is to identify the relationship between the independent variables and job stress. Equally important, the hypothesis and the significance of the study were discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The role of the teaching profession is a vital contributory factor to the advancement of knowledge from one generation to another. Despite the fact that the teaching profession contributes immensely to the development of students' intellectual capacity, the work environment is highly demanding and is described as arduous. Furthermore, workplace conditions have been linked to the negative effects on the teachers' well-being. However, psychological capital and perceived supervisor support are proposed to enhance a teacher's capacity to withstand job stress. This chapter will discuss, in detail, the literature pertaining to the constructs of the study.

2.2 CONCEPTUAL LITERATURE

2.2.1 Defining job stress

The term *job stress* has been explored by numerous scholars, from diverse schools of thought that have provided different standpoints regarding the construct. According to Cohen et al. (2017), job stress occurs when the demands of the work environment exceed an individual's ability to cope, leading to psychological, behavioural, and physical responses that may put an individual at risk for illness. This definition defines job stress as a reaction to elements in the workplace that may have a negative impact on the employee's overall health. Similarly, Shahsavaran et al. (2015), described job stress as, a result of changes in the environment that disrupts the internal balance of the living being, known as homeostasis. Similar to the definition

provided by Cohen et al. (2017), this denotes that stress is a result of stimuli that impairs an individual's ability to function at an optimum level.

However, Saranya (2016) delineated job stress with emphasis on the employee's values and thoughts, towards work challenges. Saranya (2016), defined job stress as a dynamic state wherein an individual encounters an opportunity, demand, or resources tied to their desires, and where the anticipated outcome is both uncertain and significant. This denotes job stress as a complex state that is influenced by the individual's beliefs, more so when the outcome is ambiguous. (Saranya, 2016). Therefore, job stress is characterised as a cognitive process and not just a reflexive response to the environment; this is in tandem with the definition provided by the transactional model. The transactional model defines job stress as, a psychological process that allows individuals to evaluate their surroundings. It highlights the pattern in which stress can arise (Biggs, 2017), thus indicating that job stress is affected by the individual's perception of the environmental demands (Alhija, 2015).

In the same vein, Narban (2016), highlighted that job stress encompassed the employee's evaluations of the environmental demands and the ability to manage stress effectively. According to Narban et al. (2016), job stress is defined as the adverse physical and emotional reactions which manifest when the demands of the occupation do not align with the capabilities, resources, or requirements of the employee. Moreover, the perspective provided aligns with the job demands resources model, which postulates job stress as the discrepancy in the workload demands and the job requirements. (Schaufeli, 2017). This definition outlines job stress as an employee's mental state that is caused by the disparity in the job demands and the external and internal tools required to fulfil the work roles. The

definitions provided by Narban et al. (2016) and Schaufeli (2017), contrast with the view provided by Shahsavaran et al. (2015) because they portray job stress as a consequence of the employee's awareness of the environment and the available resources, rather than an instinctual response to stimuli.

The definitions provided by the various authors indicate job stress as a construct that involves the employee's appraisals, harmful environmental factors and the availability of resources. Furthermore, some of the elucidations of job stress highlight the implications of the phenomena on the employee's well-being; thus, indicating the need to investigate variables that could mediate the adverse effects of job stress.

2.2.2 Defining psychological capital

Psychological capital is a concept that is recognised as the mental resources that enhance the employee's performance (Luthans & Yousseff-Morgan, 2017). Psychological capital is defined as a psychological capacity that is shaped by psychological resources, can be evaluated, developed, and maintained for performance enhancement (Nolzen, 2018). This includes dimensions, such as, "hope, self-efficacy, resilience and optimism" (Sawar et al., 2017, p.10). The four dimensions of psychological capital, which are argued to demonstrate distinct properties (Luthans et al., 2015), are discussed below.

Hope is defined as a component that strengthens an individual's ability to take deliberate steps towards goals (Luthans et al., 2015). Furthermore, hope was outlined to involve the individual's capacity to consider various courses of action to achieve goals. Kim et al. (2017) confirm that hope is centred around the concept of

establishing goals and the development of the best course of action. Moreover, MacIntyre et al. (2022), argue that hope is the establishment of advantageous pathways that will lead towards the established goals. It is observed as a positive inclination to attain goals. In addition, to the dimension of hope, Luthans et al. (2015), highlighted self-efficacy as the individual's self-assurance, to adequately accomplish goals established. This dimension asserts that individuals possessing this quality are not threatened by challenges because of the internal belief in one's capacity Rehman et al. (2015). Luthans and Youseff-Morgan (2015), further outlined resilience as the process which an individual undergoes to overcome shortcomings. Resilience is described as the individual's capacity to overcome setbacks whilst displaying a reinvigorating of efforts towards goal achievement (Luthans & Youseff-Morgan, 2017). Çavuş and Gökçen (2015), verify this view, and assert that resilience is characterised by the individual's ability to be persistent despite the magnitude of challenges encountered. Lastly, Luthans and Youseff-Morgan (2015), describe optimism as a characteristic of psychological capital that instigates an affirmative perspective of life. This dimension is characterised by the individual's ability to anticipate favourable outcomes despite the fact that the individual is confronted with challenging circumstances (Mikus & Teoh, 2022). Individuals with this quality are reported to have a positive perspective, which enhances the teachers' ability to cope with work stressors (Wang et al., 2017).

Drawing from the existing literature, it is evident that psychological capital is characterised by dimensions with distinct qualities that could influence the teacher's capacity to manage stress; it is therefore, imperative to investigate the influence of psychological capital on job stress.

2.2.3 Defining perceived supervisor support

Different scholars have published a range of definitions to conceptualise the term *perceived supervisor support*. Imam (2023), explains this term as the teacher's perception of supervisor support which is influenced by the supervisor's ability to recognise the efforts made by subordinates (Imam, 2023). Similar to the definition provided by Imam (2023), Afzal et al. (2019), defined perceived supervisor support as the manager's ability to recognise the significance of work efforts, whilst demonstrating concern for the employee's wellbeing, which is in tandem with the perspective provided by (Nkambule, 2022). Both scholars emphasise the view that perceived supervisor support is founded on the employee's recognition of the manager's genuine concern for employee welfare. In the school context, perceived supervisor support is characterised by the teacher's perception of the extent to which the direct supervisor provides the required essentials to deliver knowledge and skills adequately (Aria et al., 2019). This includes resources such as the provision of instructional material, opportunities for professional development, and welfare support (Gulbahar, 2020; Weigl et al., 2016).

In tandem, Langford and Crawford (2022), perceived supervisor support is defined by the decisions that supervisors make, ranging from the allocation of resources to the manner in which they lead. Therefore, perceived supervisor support is characterised by the supervisor's capacity to provide employees with the necessary work tools and the capacity to employ supportive leadership approaches. According to, Bilgeturk and Baykal (2021), a leadership approach that is supportive includes motivating employees. Bilgeturk and Baykal (2021) further delineate that this approach aims to foster the innate motivation of followers and enhance their

cognitive capacities. Therefore, perceived supervisor support could be viewed as the leader's ability to empower and support the development of the employee.

The definitions provided by the various authors illustrate their agreement in defining the concept of perceived supervisor support. However, there is a nuanced difference between the meanings. While some authors emphasise that supervisor support consists of recognising employees' efforts and caring for their well-being, other definitions include the idea of supervisors offering material resources to assist teachers in carrying out their professional tasks efficiently.

This section provided various definitions pertaining to job stress, psychological capital and perceived supervisor support. Given the fact that various authors conceptualised the constructs differently, it is crucial, to state the operational definitions that will guide the study. Firstly, the definition provided by the job demands resources model, stipulates *job stress* as a cognitive state that is induced by the disproportion in the work demands and job resources (Schaufeli, 2017). Secondly, *psychological capital* is defined as the mental resources that comprises of four components, namely, hope, persistence, self-assurance and resilience. The components enhance the individual's ability to achieve goals (Luthans & Youssef-Morgan, 2017). Lastly, *perceived supervisor support* is defined as the evaluations made by employees, regarding the level of support and appreciation they obtain from their supervisors for their accomplishments (Aflaz et al., 2019).

2.3 THE NATURE OF WORK IN NAMIBIA

Teachers are vital to the development of society and contribute to the efficient delivery of quality education (Utami & Vioreza, 2021). Teachers' contribution to the progress of the Namibian nation is demonstrated by the various roles that secondary school teachers embody. This encompasses duties, such as monitoring and assessing the performance of students, which is accompanied by administrative tasks, such as, scoring learner's manuscripts, and maintaining student records (Mouton & Ellis, 2013; Nyambe, 2015).

In addition to the array of job responsibilities that are required to be fulfilled, in Namibia, teachers are confronted with various issues that could impede the fulfilment of their role requirements (Amutenya, 2016). Teachers are challenged by a lack of teaching facilities, which has also contributed to classes being carried out outdoors (Hiveluah, 2023). Hiveluah (2023), argues that the lack of classrooms, hinders students' learning due to the distractions found outdoors. Additionally, classroom management is highlighted to be hindered by large student-teacher ratio which contributes to the inefficacious management of classroom instructional tasks (Verner et al., 2022). Muyambano (2019), argues that the disproportion in the class ratio presents a challenge in modulating misconduct. The issue of student misconduct has been highlighted as one of the pressing concerns for teachers, with instances of teachers being assaulted by the students (Winkelmaier, 2023). Additionally, there has been a report of students engaging in dangerous actions, such as knife wielding (Kariko 2020). In an attempt to lower the risk of incidents of violence, police are sometimes invited to employ weapon searches at schools . Notably, in one of the schools of Windhoek, it was discovered that students were

found in possession of harmful weapons (Uirab, 2023). These incidents are reported to cause teachers an immense level of psychological distress (Smith, 2018).

In addition to the management of learner misconduct, secondary school teachers in Namibia are also confronted with a lack of educational resources, such as textbooks, which makes the delivery of the curriculum difficult (Moses et al., 2022). Supplementary factors, such as, teachers' low level of compensation and a deficiency in support from school management is attributed to the elevated attrition rate in Namibia (Chirimbana, 2023). Teachers' needs for salary increment led to a strike in 2012 and 2016, ultimately resulting in the closure of schools (Grobler, 2012; Nakale, 2022). This could be an indication of the teacher's discontent with the unfavourable working conditions. These working conditions have been related to heightened job stress, which further contributes to the deterioration in the overall health of teachers in Namibia (Kaupa, 2020).

This section provided insight into the current status of the Namibian secondary education schooling environment, to conceptualise, for the reader, the specific demands and challenges inherent of teachers' work, which could be argued to contribute to teachers experiences of job stress.

2.4 THEORETICAL APPROACH TO JOB STRESS

2.4.1 Job demands resources model

The job demands resources model, is a theoretical framework that was established 15 years ago, in order to conceptualise the processes which an employee undergoes when experiencing occupational stress (Schaufeli, 2017). According to this model,

every role in the workplace consists of job demands and job resources (Van Woerkom et al., 2016).

Job demands are described as components of the job role that necessitate consistent psychological and physical exertions (Bakker & DeVries, 2017). Elevated levels of effort, as asserted by Bakker et al. (2023), lead to employees exhausting their resources. This encompasses factors such as, work conflict and an excess of work duties (Bakker & DeVries, 2021). Guglielmi et al. (2012), argue that an employee's individual qualities, such as, workaholism and consciousness, contribute to elevated levels of job demands (Guglielmi et al., 2012). This is due to the fact that, the personal demands an employee places on themselves, influences the level of effort exerted on job tasks (Bakker & Demerouti, 2017). Moreover, when considering the job demands faced by teachers in Namibia, it becomes evident that occupational challenges, such as, the heightened student-teacher ratio and the presence of misconduct, are factors that could necessitate extensive effort (Hiveluah, 2023). Additionally, teachers are confronted with a considerable weight of administrative tasks that extend beyond these challenges. These factors do not only impact task efficiency but could also contribute to increased levels of work-related stress.

In contrast, *job resources* are defined as assets that aid the employee's ability to accomplish work tasks (Bakker & Demerouti, 2018). Furthermore, these resources are reported to strengthen the employee's adaptive capacity in managing job demands, which encompasses both physical and immaterial resources (Bakker et al., 2023; Skaalvik & Skaalvik, 2017). In the school setting, intangible resources, such as, a collaborative relationship with colleagues, perceived supervisor support, and

the provision of skill development opportunities, play a pivotal role in assisting the teacher's effectiveness (Evers et al., 2016). As emphasised by Admiraal et al. (2023), these job factors are instrumental in enhancing the teacher's ability to navigate through various work-related pressures. Collie (2017), further elaborated that positive work relationships were crucial in cultivating a teacher's adaptability. Moreover, perceived supervisor support, which encompasses rewarding and recognising the teacher's efforts, is explained to contribute positively to the employee's performance (Makhuzeni & Barkhuizen, 2015).

This perspective aligns with the theory of operant conditioning, which suggests that positive feedback and suitable rewards from management reinforced positive behaviour, which increased the employee's performance (Danish et al., 2015). Moreover, intangible job resources such as, autonomy are also recognised as human needs that are required for employees to operate at an optimum level (Schaufeli, 2015). Therefore, it is important to note that immaterial job resources are integral to the teacher's ability to manage work challenges adeptly (Skaalvik & Skallvik, 2018). Complementing these intangible resources, the job demands resources model highlights the significance of physical resources, such as classrooms, teaching aids and accessibility to computers, in creating a conducive work environment (Haber & Haber, 2017). These factors could significantly improve the teacher's efficiency in fulfilling their responsibilities, in a secure and supportive environment.

The job demands resources model also emphasises the significant role of personal resources and the crucial role these resources play in reducing burnout, stress and fostering engagement (Corso-de-Zúñiga et al., 2020). In the Namibian context, it could be reasoned that personal resources such as, psychological capital enable

teachers to withstand the negative effects work challenges, ultimately, reducing overall job stress and the likelihood of developing burnout. These personal resources, including psychological capital, play a crucial role in determining the way in which employees evaluate difficulties that they have experienced. This is owing to the fact that, employees with these resources are inclined to view challenges as a prospect for advancement and development (Bakker & Devries, 2021).

In a similar vein, Luthans and Youseff- Morgan (2017), highlighted the significance of cultivating these resources, as it plays a pivotal role in assisting employees to overcome challenges. This perspective, as emphasised by Bakker et al. (2023), suggests that personal resources provide the motivation and dedication to address work challenges actively. Furthermore, the model highlights the importance of personal resources, which are considered as individual qualities that assist an employee in coping with work challenges (Bakker & Demerouti, 2017). Bakker and Demerouti (2018), specifically outline personal resources as the employee's belief in their ability to manage and influence their surroundings effectively. An example of these resources includes qualities such as, confidence, a positive outlook, hope and resilience (Wingerden, 2016). Moreover, Grover et al., (2016), reported personal resources to be effective in assisting employees to adapt to job demands.

Fundamentally, job personal resources that are unable to counterbalance the job demands, lead to employees experiencing job stress, subsequently contributing to burn out and low levels of work engagement (Bakker & Devries, 2020). This characterised by an employee feeling depleted and experiencing a diminished energy to complete tasks (Schaufeli et al., 2015). Burnout is more likely to occur when the

job demands exceed job/personal resources, as the employee's prolonged experience of job stress (Schaufeli et al., 2017). Burnout is characterised by an employee's feelings of exhaustion and a pessimistic attitude towards work (Lee & Jo, 2023). This highlights the significance of maintaining a balance between job resources and job demands in order to promote the teacher's efficiency and reduce the negative effects of job stress.

In the current study, psychological capital and perceived supervisor support are identified as possible resources that could assist teachers in carrying out job duties efficiently. This could be attributed to the inherent qualities that enable the teacher's capacity to exercise control over job demands. Therefore, it is reasonable to propose that enhanced job resources such as, psychological capital and job resources, could decrease the levels of job stress for teachers.

2.5 EMPIRICAL LITERATURE

2.5.1 The relationship between psychological capital and job stress

Psychological capital is outlined as an essential component in the efficiency of the organisation, and notable findings have indicated the importance of this cognitive resource on job stress (Cavus & Gocken, 2015). Considering that psychological capital has been depicted as a contributory factor to the alleviation of job stress; this has propelled the researcher's interest in investigating the nature of the relationship.

In a study conducted by Zhang et al. (2019), the role of mental resources on occupational stress, among teachers in China was investigated. The research, conceptualised mental resources, as cognitive qualities including, confidence, a positive outlook, hope and endurance (Zhang et al., 2019). The outcomes of the

study indicated that teachers possessing these qualities, possessed an ability to adopt effective coping strategies, and the ability to withstand the negative effects of job stress (Zhang et al. (2019). The results support Luthans' (2017) notion, that mental resources cultivate a positive mindset that improves the employee's ability to navigate through work challenges.

In tandem, Demir (2018), asserts that psychological capital acts as a protective factor against job stress. According to Demir (2018), teachers that have mental resources such as, hope, self-belief, optimism and endurance, are strengthened in their ability to perceive and to deal with stress. Given the nature of teaching work in Namibia, it is an undeniable fact that the work conditions could contribute to stress. Therefore, mental resources must be considered in enhancing the teacher's ability to navigate through work challenges. A study by Alat et al. (2023) investigated the role of mental resources and internal locus of control on stress, within the context of India. The study outlined that psychological capital and an individual's agency, work together to lower the levels of stress (Alat et al., 2023). Viseu et al. (2016), provide context to this point by highlighting that components of psychological capital, such as hope and self-efficacy improved the employee's motivation to overcome challenges. This aligns with the self-determination theory which asserts that an individual's ability to make decisions and to direct their own actions, increases motivation (Fidelis et al., 2021). As a result, teachers may demonstrate increased performance and commitment to work through challenges. Drawing from these findings, it is apparent that psychological capital could be viewed as an agent that fosters the teacher's strength to overcome work challenges.

Moreover, Alat et al., (2023), found that an enhanced level of psychological capital contributed positively to an individual's mental health. This challenges the view that psychological capital should not only be viewed as a mitigating factor in the employee's experiences of stress, but should be viewed with a broader role of preserving an employee's mental health. Therefore, psychological capital is a key aspect of occupational well-being and engagement at work. In line with the previous findings, a study conducted by Hansen et al. (2015), investigated the mediating role of psychological capital, on the relationship between subjective well-being and the consequences of job stress. The study revealed that teachers in South Africa who exhibit elevated levels of subjective well-being, had the tendency to experience lower levels of job stress (Hansen et al., 2015). Subjective well-being is defined as an individual's evaluation of life satisfaction (Diener et al., 2018), which is found to have a significant influence on the employee's experiences. Moreover, Sahai and Mahaptra (2020), argued that subjective well-being contributed to the employee's positive outlook on life, ultimately enhancing an individual's ability to operate at an optimum level. Ryu et al. (2020), extended this point and highlighted the significance of subjective well-being in alleviating job stress. Supporting these findings, Hansen et al. (2015), not only echoed this point, but also highlighted that psychological capital reinforced the relationship between subjective well-being and the effects of job stress, ultimately mitigating the negative effects of job-stress. The study further revealed that teachers with psychological capital, were more efficient at managing job stress, due to the possession of qualities, such as, optimism, competence, perseverance and positive expectations (Hansen et al., 2015). This corroborates, the assertions made by Bakker and Devries (2021), which indicates that individuals possessing these mental resources demonstrate enhanced stress

management skills. Ultimately, the study by Hansen et al. (2015) underscores the critical role of psychological capital in preventing burnout, as a result, strengthening teacher's well-being (Hansen et al., 2015).

In a similar vein, Zewude and Hercz (2021), conducted a study that provided further empirical evidence that supports the view that psychological capital significantly enhanced the well-being of teachers in Ethiopia. It was found that individuals with psychological capital demonstrated an ability to embrace work challenges, whilst making the necessary adjustments to manage obstacles encountered (Zewude & Hercz, 2021). As supported by the job demands resources model, employees that possess psychological resources are less likely to experience job stress because of the ability to address work challenges (Bakker & Demerouti, 2017). These findings strengthen the viewpoint that psychological capital could enhance the employee's well-being by fostering positive coping strategies.

In confirmation of these outcomes, Aderibigbe et al. (2018), conducted a study that investigated the impact of psychological resources on occupational stress, among teachers in Nigeria. The findings revealed that psychological capital had a positive influence on the teacher's ability to cope with stress. This could be attributed to the various aspects of psychological capital that empower employees to overcome challenges (Luthans et al., 2015). Additionally, the transactional model of stress, states that individuals who perceive themselves as capable of handling adversity exhibit greater confidence in effectively managing stress (Alhija, 2015). Rehman et al. (2015), highlighted that individuals with confidence in the ability to overcome challenges are less threatened by challenges, thus contributing to an increased effort

in addressing work challenges. Beyond self-confidence, Sawar et al. (2017), argued that other dimensions of psychological capital, such as, adaptability, optimism, and hope, contribute to the employee's efficiency. In corroboration of this concept, Aderibigbe et al. (2018), affirmed this viewpoint and argued that psychological capital functioned as a mental resource that enhanced the teacher's performance to overcoming job stress (Aderibigbe et al. 2018). Therefore, it could be postulated that psychological capital enhanced the teacher's performance, which contributes to the effective management of work-related stress. These findings align with the perspective provided by Zewude and Hercz (2021), suggesting that teacher's psychological capital enables the teacher's ability to adopt positive coping measures for stress management.

Nonetheless, Mikus and Teoh (2022), provided an additional perspective on the role of psychological capital in relation to job stress. The outcomes of the study suggest that psychological capital consists of mental resources that cultivate a positive mindset that strengthens the teacher's ability to adopt preventative coping strategies (Mikus & Teoh, 2022). Preventative coping strategies were described as the teacher's ability to take deterrent actions that lessen the effects of impending job stressors (Mikus & Teoh, 2022). In comparison to the study by Zewude and Hercz (2021), Mikus and Teoh (2022), argued psychological capital to strengthen the employee's anticipatory vision, which is essential in identify prospective solutions to obstacles foreseen. Therefore, psychological capital may be considered to be vital in alleviating job stress due to its problem-solving capacity. This aligns with Cimen and Ozgen (2018) assertion that psychological capital reduces job stress by strengthening the teacher's ability to identify approaches to overcoming work challenges. As a

result, of the teacher's ability to take preventative measures to address stress, it equips the employee to be better at handling workplace stressors (Mikus & Teoh, 2022). These findings are consistent with the assertions made by Deci et al. (2017), emphasising that employees that perceive themselves to be capable are more driven to effectively address stress. In essence, psychological capital could be viewed as mental resource that has a dual role of preventing and managing stress.

In order to obtain a detailed understanding of the relationship between psychological capital and job stress, several researchers have investigated the different dimensions of psychological capital and their impact on job stress. For instance, Wang et al. (2015), conducted a study in China that explored the role of self-efficacy on the teachers' ability to adapt to work challenges. The study found that teachers with a strong sense of self-efficacy demonstrated an increased capacity to navigate through work challenges adeptly (Wang et al., 2015). Samfira and Palo (2021), highlighted that self-efficacy leads to the implementation of coping strategies that address the root cause of issues, which results in the mitigation of stress. Additionally, Wang et al. (2015), highlighted that stress-inducing work requirements, such as, student misconduct were reported be less strenuous when teachers were confident in addressing such issues. Expanding on this, Pieters and Matheus (2020), indicated that self-efficacy served as a protective factor against the adverse effects of job stress, amongst nurses in Namibia. Although, the study was specific to the nursing field, the findings hold a broader significance that suggests that self-efficacy is essential in mitigating job stress in various professions. In tandem, Embse et al. (2016), further emphasised that teachers in the United States of America that were confident in their abilities, strengthened their ability to manage work demands, as a result, reducing the levels of job stress.

Accordingly, a study conducted in Spain, confirmed that psychological capital dimensions such as resilience had an impact on reducing job stress (Ferradas et al., 2019). The study found that teachers with elevated levels of resilience and optimism were more likely to manage challenging situations more effectively and due to their enhanced problem-solving abilities (Ferradas et al., 2019). Similarly, a study in South Africa, asserted that the teacher's ability to engage in creative problem-solving which assisted in resolving work challenges (Wabule, 2020). This depicts the view that resilience fosters cognitive functions such as problem solving, therefore, encouraging teachers to implement solutions that will resolve the challenges experienced (Ferradas et al., 2019). On the basis of these findings, it could be postulated that the teachers' level of resilience could be vital in assisting employees to overcome the work demands in Namibia. Additionally, Vinkers et al. (2018) assert that highly demanding work environments do not have a negative effect on employees that possess mental resources such as resilience. This is due to the fact that resilient employee can withstand difficulties, and this promotes emotional stability (Vinkers et al., 2018). According to the Frederickson broaden-and-build theory, psychological capital is postulated to induce positive emotions that strengthen an individual's reasoning skills and focus (Siu, 2015). In consideration of these factors, the qualities previously mentioned act as a commodity that fosters the individual's endurance and capacity to select and sustain stress management strategies (Zewude & Hercz, 2021).

Another study conducted in the United States of America, explored the psychological capital dimension of resilience in relation to job stress, and the findings indicated that resilience contributed to the alleviation of stress in the

workplace (Richards et al., 2016). Karkus et al. (2019) attribute, this, to the notion that teacher's resilience heightens the employee's drive to achieving objectives, even in the face of challenging complexities. Echoing this perspective, Richards et al. (2016), highlighted that resilience fostered a positive mental state that strengthened the teachers' persistence. Furthermore, the study found that resilient teachers adapted competently to the stress incurred by interpreting work challenges as non-threatening (Richards et al., 2016). This aligns with Nafei's (2015), perspective that resilience enhanced the teachers' coping strategies.

In a similar vein, Herman et al. (2018), contended that teachers with a positive outlook towards the future, were better equipped to adeptly manage work demands. This was attributed to the motivational effect of optimism on the implementation of strategies to overcome challenges (Kim et al., 2017). In essence, the findings on optimism correspond with the research outcomes on resilience, confidence and hope, and emphasise the capacity to enhance ability to navigate adversity in the workplace.

Therefore, findings provided on the dimensions of psychological capital align with the supposition put forth by Luthans and Youseff-Morgan (2017), that the four components of psychological capital work harmoniously to bring about positive outcomes. This comprises of favourable outcomes such as, the ability to overcome work challenges. While scholars have provided extensive findings on the role of psychological capital on job stress in various fields, limited research exists in the Namibian context, particularly in the teaching profession. Nevertheless, findings from different industries such as, call centres provide insights on the relationship between psychological capital and job stress. To illustrate, Fernando et al. (2020)

investigated the relationship between work strains and psychological capital, concluding that psychological capital may not have a significant impact on the employee's ability to withstand the effects of elevated job demands. This suggests that psychological capital in isolation might not be adequate in alleviating job stress. However, Gong et al. (2019) challenges these findings and reports psychological capital to have a mitigating effect on the levels of job stress.

Collectively, different scholars support the view that psychological capital serves multiple roles, including the function of preventing and mitigating the effect of job stress. Researchers like Mikus and Teoh (2022) have presented findings that reinforce this notion. Therefore, the discussed findings suggest that psychological capital could be vital in strengthening the teachers' capacity to manage job stress.

In correspondence to the existing findings presented above, the following hypothesis is formulated.

Hypothesis 1: Psychological capital has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.

- ***Sub-hypothesis 1a: Psychological Capital subset, hope has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.***
- ***Sub-hypothesis 1b: Psychological Capital subset, self-efficacy has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.***

- *Sub-hypothesis 1c: Psychological Capital subset, resilience has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.*
- *Sub-hypothesis 1d: Psychological Capital subset, optimism has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia*

2.5.2 Perceived supervisor support and job stress

Supervisor support, as noted by, Copeland (2016), is considered to be fundamental in addressing the negative effects of job stress. Supportive supervisors are reported to play a pivotal role in providing interventions designed to mitigate stress in the workplace (Feng, 2019). Consequently, the absence of supervisor support may lead to the decline in the overall health of employees (Hammig, 2017). Weigl et al. (2019), extended this point by highlighting that the absence of supervisor support could lead to the development of mental health issues such as burnout and depression. This underscores the importance of supervisors providing essential resources, including psychological support (Charoensukmongkol et al., 2016).

Ju et al. (2021), further investigated the ramifications of perceived supervisor support on job stress, by exploring the influence of social support, in the context of China. This study conceptualised workplace social support as an instrument that assists employees in coping with work-related stress, work-related stress, through the supervisor's provision of psychological support and constructive feedback (Ju et al., 2021). Bermejo-Toro et al. (2016), highlighted the substantial impact of this form of support on teachers' well-being. In line with this, Ju et al. (2021), highlighted that supervisors demonstrating concern for the welfare of teachers, alleviated the

negative effects of job stress. Fahmy et al. (2022), confirmed this point and argued that the level of mental support provided by supervisors, influenced the extent to which teachers in Egypt experience work demands. The study further emphasised that support provided by supervisors safe-guarded teachers against the development of stress-induced ailment, such as, musculoskeletal conditions (Fahmy et al., 2022). Collectively, these studies highlight that psychological support provided by supervisors could enhance the overall health of teachers. These findings align with the study conducted by Ouellete et al. (2018), which indicated that supervisor support lowered teachers' job stress levels. These findings correspond with the job demands resources model, which suggests that job resources such as, perceived supervisor support enables the employee to be effective in their job role thereby reducing the risk of burn out (Skaalvik & Skaalvik, 2017). In contrast, a study conducted in China, by Xu and Yang (2021), found perceived supervisor support to not have an influence on the negative effects of job stress, thus indicating that a combination of other factors could be influencing the levels of teachers' job stress.

However, Zhu et al. (2019), provided a different perspective and highlighted the significance of the supervisor's psychological support on teachers' job stress in China. Zhu et al. (2019) asserted that effective communication was as an essential component of supervisor support and that it promoted a climate of psychological safety. This was in the view that psychological safety led teachers to believe that their concerns were valued and that negative measures will not be taken against them (Zhu et al., 2019). Yulita et al. (2022), supported the view that psychological safety provided by the supervisor was found to reduce the likelihood of employees experiencing psychological distress. Moreover, Zhu et al. (2019), highlighted that

effective communication improved the team's collaboration, consequently decreasing the probability of teacher's experiencing stress-inducing factors such as, conflict (Zhu et al., 2019). In addition, the social learning theory, posits that individual's learn by observing role models (Rumjaun & Narod, 2020). In this context, supervisors that are perceived to demonstrate effective communication and psychological support act as a role model for teachers. This can potentially lead to the reduction of team conflicts, due to the supervisor exemplifying effective communication. This, in turn, would cultivate a work environment that lowers job stress levels.

Building on these findings, Buskila and Levi (2021), provided a more detailed account of effective communication and highlighted the role of empathy in promoting perceived supervisor support. According to Reiss (2017), empathy is defined as the mental process that enhances the supervisor's capacity to acknowledge and understand the experiences of others. Therefore, aspects of communication such as, empathetic listening are indicated to enhance the supervisor's capacity to understand and challenges experienced by teachers in Israel (Busikila & Levi, 2021). This in turn may lead to a reduction in job-related stress (Buskila & Levi, 2021).

Expanding on this, Aria et al. (2019), highlighted the qualities of supportive communication and the association with lowered stress levels. The study, revealed that active listening enhanced the manager's ability to formulate interventions that address work challenges (Aria et al., 2019). Similarly, Amunkete and Rothmann (2015), argued that effective communication comprised of a balanced ration of

listening, and verbal communication contributes to employees perceiving that their well-being holds value. The outcomes of the study align with the self-determination theory which stipulates relatedness as a crucial factor in enhancing an individual's well-being and motivation (Ryan & Deci, 2017). Subsequently, motivated and psychologically fit employees are equipped to manage job stress more effectively (Fidelis et al., 2021). These findings indicate the significant role of listening skills in demonstrating support and enhancing the well-being of teachers. Therefore, perceived supervisor support could be considered as a factor that increases motivation among Namibian teachers, empowering them with the strength to overcome challenges experienced in the school environment.

In tandem, Kosir et al. (2022), conducted a study in Austria, investigating the factors that influenced teachers' experience of job stress during the Covid-19 pandemic. The study highlighted that elevated levels of teachers' job stress, was attributed to the shift from face to face teaching to a virtual approach (Kosir et al., 2022). Toto and Limone (2021), further highlighted that the increase in stress, was linked to the teacher's need to be acquainted to new instructional methods, amidst the uncertainties instigated by the pandemic. However, the findings by Kosir et al. (2022), indicate that teachers that held a positive view of the supervisor were less likely to be affected by the demanding work requirements. The teacher's positive evaluation of the supervisor was reported to contribute to the development of resilience and a positive outlook, therefore, reinforcing the employee's convictions in overcoming work challenges (Kosir et al., 2022). In accordance with Vroom's expectancy theory, individuals become motivated when they believe that their actions will lead to favourable outcomes that reduce stress (Rehman et al., 2019).

This underscores the significance of the relationship between teachers and supervisors in enhancing the teacher's performance in managing adversity.

Jose and Mamphilly (2015), further argued that support from supervisors fostered the employee's intrinsic drive to demonstrate enhanced performance. While the study focused on general employees in India, it is reasonable to infer that similar patterns of behaviour might exist in the teaching profession; therefore, perceived supervisor support could encourage teachers to invest the necessary effort to overcome issues that limit productivity. This aligns with the leader-member exchange theory, which suggests that employees that feel supported by their leaders are more likely to reciprocate this with an increased level of performance (Martin et al., 2018). This, in turn, could lead to an enhanced capacity to manage stress. Skaalvik and Skaalvik (2017). Moreover, Skaalvik and Skaalvik (2017), highlighted that the provision of resources such as, perceived supervisor support contributed to lower levels of job stress. As such, perceived supervisor support acts as a valuable asset that safeguards against the impact of strenuous work requirements (Skaalvik & Skaalvik, 2017). Perceived supervisor support is known to strengthen the employee's sense of belonging, which is an essential human need (Ryan & Deci, 2017). Fulfilling this need is reported to be crucial for employees to remain motivated in overcoming work challenges (Deci et al., 2017).

Additionally, a study conducted in Turkey by Uzun (2019), affirmed this point by highlighting that perceived supervisor support lowered the levels of work-related stress (Uzun, 2019). According to the job demands resources model, employees experience lower levels of job stress when the load of the job requirements does not

exceed the occupational resources (Bakker & de Vries, 2021). Therefore, the teacher's positive appraisal of supervisors contributes to the employee's job resources which enhances the teacher's capacity to manage challenging job requirements (Bottiani, 2019). This perspective suggests that perceived supervisor support enhances the employee's endurance and the internal belief to overcome work-related challenges (Schaufeli, 2015; Xu & Yang, 2021).

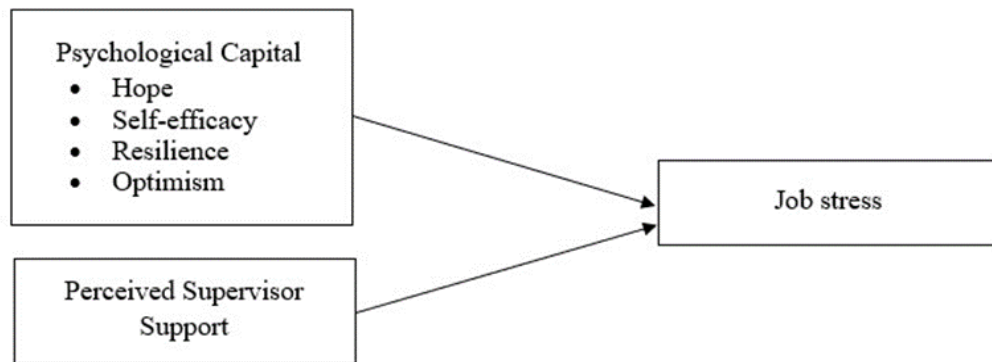
However, a study by Ong et al. (2022), explored the effects of perceived supervisor support on work-related stress on teachers in Malaysia (Ong et al., 2022). The findings provided an opposing view, suggesting that perceived supervisor support had no significant effect on job stress (Ong et al., 2022). Ong et al. (2022), postulated that certain forms of work-related stress might not be modulated by perceived supervisor support, as there is a certain level of closeness that can only be provided by a close colleague. This view was supported by a study conducted in Kenya, which concluded perceived supervisor support to not have significant impact on the teacher's stress levels (Musaya, 2017). This could imply that supervisor support alone, may not effectively alleviate the adverse effect of job stress. It is also imperative to recognise that the context of the study might have an impact on the research outcomes. Shengnan and Hallinger (2021), highlight that cultural context has an impact on the relationship dynamics between the supervisor and the employee. Shengnan and Hallinger (2021), further explicates that in certain cultures, it is customary for supervisors and teachers to maintain a distant working relationship, resulting in teachers not receiving the required psychological support from the supervisor (Shengnan & Hallinger, 2021). Owing to this fact, the teacher's ability to cope with job stress might be hindered.

Conversely, a study undertaken in Norway, reported perceived supervisor support to affect the degree to which the teacher is affected by stress (Skaalvik & Skaalvik, 2016). The findings indicated that a lack of supervisor support contributed to elevated levels of job stress (Skaalvik & Skaalvik, 2016). Supporting this perspective, Badway (2015), confirmed that teachers in Egypt, experience heightened levels of job stress, in the case where the supervisor stifles the teacher's ability to generate new ideas and the ability to make independent decisions (Badway, 2015). Therefore, the supervisor's capacity to accommodate the employee's needs may reduce. The existing literature indicates that the employee's perception of supervisor support has an alleviating impact on job stress. Furthermore, given the recurrent findings on the relationship between perceived supervisor support and job stress, a persistent pattern is observed in the interaction of the two variables. Drawing upon the existing literature, the following hypothesis is formulated.

Hypothesis 2: *Perceived supervisor support has a significant relationship with job stress of secondary school teachers in Windhoek, Namibia.*

The diagram below demonstrates the variables being investigated and the proposed theoretical model. The model, titled the proposed theoretical model, (see, Figure 2.1) provides a representation of the relationship of psychological capital, perceived supervisor support and job stress in accordance with the literature previously discussed.

Figure 2.1 Proposed Theoretical Model



2.6 CHAPTER SUMMARY

This chapter defined psychological capital and, perceived supervisor support. Additionally, this section examined the existing empirical literature related to these variables. The discussion extended to the theoretical framework of the job demands-resources model, exploring its connection to psychological capital, perceived supervisor support, and job stress. The subsequent chapter will focus on detailing the methodology employed in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter explicates the research methods undertaken. This encompasses a description of the research design, the sampling method, measuring instruments, and the procedures carried out in the collection of data.

3.2 RESEARCH DESIGN

The study implemented a cross-sectional method, which involved obtaining data from participants at a specific point in time (Wang & Cheng, 2020). This approach was selected because it provides a framework for obtaining the research information over a short period of time (Spector, 2019). By utilising the cross-sectional design, the study aimed to explore the relationship between psychological capital and, perceived supervisor support on job stress. This methodology aligns with the study's objective, as it allows for the investigation of these relationships at a singular moment in time, without the need for longitudinal tracking of variables. Additionally, the study employed a quantitative research approach, utilising questionnaires to gather information on participants' experiences (Antwi & Hamza, 2015). This research approach not only facilitated the exploration of the relationship between the previously mentioned variables but also directly contributed to addressing the research objectives. Moreover, by proving statistical evidence, it enhanced the validity of the study's findings. Sürücü and Maslakci (2020), emphasised the use of quantitative approaches with reliable and valid scales to measure participant responses. These approaches were then employed to analyse the relationship between psychological capital and job stress, as well as perceived

supervisor support and job stress, in order to meet the research objectives. The positivism approach has been included as it is best suited for examining the relationships between variables in this context.

3.2.1 Positivism

Positivism is a theory that was introduced by Comte in 1848, in which he emphasized the use of empirical evidence and scientific methods to explain phenomena Gavrilov (2020). Positivism holds that scientific approaches are the most reliable means of obtaining knowledge through empirical evidence (Comte, 2015). This approach is effective in quantifying phenomena, testing theories through scientific data collection, and aiming for objectivity and generalizability in results, which are all common positivist research practices (Ryan, 2018). Positivism uses rigorous procedures, including surveys and statistical analysis, in identifying patterns in human behaviour (Hasan, 2016). Considering the strength of this theory, the study's underpinning will focus on the concept of positivism in order to effectively investigate the role of teachers' psychological capital and perceived supervisor support on job stress in the context of Windhoek, Namibia. This approach will assist in comprehensively examining the relationships between these variables.

3.3 POPULATION

The study's population encompassed secondary school teachers from different departments, in public secondary schools in Windhoek Namibia. The population comprised of 1189 secondary school teachers in Windhoek (Ministry of Education Arts and Culture, Republic of Namibia (2021)). The study mainly focused on public secondary schools in Windhoek, which fit the background of the current study (i.e. a

work environment characterised by high workloads, lack of resources and infrastructure, overcrowded classrooms etc.). As such, private secondary schools were excluded from the study because the research background that necessitated the current study is not characteristic of a private school environment.

3.4 SAMPLING

The sample target for the study was 291 educators from public secondary schools in Windhoek, as it was a cross-sectional study. Secondary school teachers were the only subjects selected in the study, in order to achieve the study's objective. Participants were selected via a non-probability purposive sampling technique, specifically selecting individuals who could provide insights into the study's research question.

Based on the sample size calculator (see <https://www.calculator.net/sample-size-calculator.html>), a minimum of 291 participants was needed. This was for the reason that, the minimum number required for the samples to meet the desired statistical constraints, is at the 95% confidence interval. However, the sample consisted of 263 secondary school teachers. A total number of 511 questionnaires were distributed with the aim of reducing the potential of having an exceedingly low response rate. Furthermore, increasing the number of distributed questionnaires aimed to enhance the likelihood of obtaining a sample size that is representative of the population. The study managed to achieve a response rate of 52%, which is of a moderate level.

3.5 MEASUREMENT INSTRUMENTS

A researcher-developed a demographic questionnaire that was administered in order to collect information relating to age, sex, school, professional tenure and the highest qualification obtained. Three categories were listed for gender to accommodate individuals who may not identify strictly as female or male, and those with other identifications, such as non-binary, agender. This approach aims to enhance the accurate representation of demographics accurately, as Boytos et al. (2019) notes that societal developments have led to the broadened spectrum of gender identification. In addition, the Compound Psychological Capital Scale (CPC-12), was used to measure psychological capital (Dudasova et al., 2021). The response structure is characterised by scales varying from one (*completely disagree*) to six (*in full agreement*). It encompasses 12 items that measure the four facets of psychological capital (Platania et al., 2022). The four components of the construct each have three items, and the sample questions are as follows: “self-efficacy: I am confident that I could deal efficiently with unexpected events; hope: I can think of many ways to reach my current goals; resilience: I tend to bounce back quickly after serious life difficulties and optimism: the future holds a lot of good in store for me” (Dudasova et al., 2021, p. 10). Lorenz et al. (2016) reported a reliability of $\alpha = 0.82$. It is worth noting that the sample population used for validation was in the United States of America (Dudasova et al., 2021).

Secondly, the Work Stress Questionnaire (WSQ-21), developed by Frantz and Holmgren (2019), was administered to measure job stress. The item responses demonstrate a scope varying from 1-*strong affirmation* to 4-*strongly disagree* (Hulten et al., 2022). This instrument consisted of 21 items, and it was divided into

four components, namely “indistinct organization and conflicts; individual demands and commitment; influence at work and work to leisure time interference” (Frantz & Holmgren, 2019, p. 2). According to Adhikari (2022), the reliability of the scale is reported to be at a value of $\alpha = 0.87$. The sample population was validated on a sample in China (Adhikari, 2022).

Lastly, the supervisor relations subscale (SRC) from the antecedent’s scale developed by May et al. (2004), was utilised to measure perceived supervisor support. The instrument comprises a measurement scale varying from one (*strongly approve*) to five (*strongly disapprove*). The scale consisted of five questions that evaluated the teacher’s perception of managerial support. The scale is reported to possess an internal consistency of $\alpha = 0.95$ (May et al., 2004). The sample population was validated on a sample in the United States of America (May et al., 2004).

3.6 DATA ANALYSIS

The data collected was analysed through the SPSS (Statistical Software Versio 29). The study utilised the Cronbach alpha for the purpose of determining the reliability of the research data. Secondly the Pearson correlation was used to investigate the relationship between the variables. Moreover, regression analysis was performed on the data, to determine the predictive accuracy of psychological capital and perceived supervisor support on job stress.

3.7 PROCEDURE FOR DATA COLLECTION

The researcher approached various secondary schools in Windhoek. Ideally, the researcher could have focused on all the secondary schools in Windhoek, where institutional permission was granted from the principals. However, due to the cross-

sectional nature of the study, and the costs involved, the researcher only focused on 13 public secondary schools in Windhoek rural and 12 secondary schools in urban Windhoek. Thirteen schools were initially selected from both the urban and rural areas of Windhoek; however, one urban school could not participate. The selection of schools was based on geographic proximity due to the researcher's limited budget, and socioeconomic diversity was also a factor in the selection process.

Firstly, the researcher applied for ethical clearance from the University of Namibia Ethics Committee. Subsequent to the approval received from the Ministry of Education Arts and Culture, the researcher obtained permission from school principals to carry out research in each school. Once the school principals granted permission, the researcher elucidated the objectives of the study to the teachers (as per what the school consented to and allowed). Furthermore, a consent form and a participant information sheet were distributed. These documents provided details on the aim, benefits, potential risks, duration and ethics of the study; this document was attached to the questionnaire. This ensured that all teachers understood the objectives of the study. Moreover, the researcher's contact details were made available in the event that participants had further inquiries.

To ensure anonymity and confidentiality, the researcher was not directly involved with participants. A sealed box (with a small opening to slide in the survey) was placed at each school secretary, and, teachers were requested to take a questionnaire from the secretary and return it to the sealed box voluntarily. Furthermore, teachers were requested to additionally tick/sign on the consent form provided that they consented to taking part in the study. The questionnaire took about 15 minutes to

complete, and participants were given a week to complete the questionnaire (so as not to disturb any teaching work).

3.8 RESEARCH ETHICS

Firstly, the researcher applied for ethical clearance from the the University of Namibia Decentralised Ethics Committee, and clearance was obtained, Ethics number: SAH32/23 (Refer to appendix A). Following this, authorisation to carry out the research was requested from the Ministry of Education Arts and Culture at the Khomas Regional Office in Windhoek, Namibia.

Subsequent to the approval received from the Ministry of Education Arts and Culture, the researcher obtained permission from school principals to carry out research with in the school. Teachers were then informed of the study objectives through the participation information sheet. This sheet not only provided information on participant's rights, but it also outlined crucial aspects such as, informed consent, anonymity and confidentiality. Participants were also made aware that information shared in the study would be kept confidential. Additionally, the document outlined that for the purpose of protecting their anonymity, participants were not required to give their identification information.

The participation information sheet also provided the teachers with contact details of a counsellor in the case where involvement of the study elicited negative emotions. Furthermore, all participants were treated with respect and were assured that the proceedings of the study would not harm them and that all participants would be treated fairly. Teachers were also advised that if they wished to withdraw from the study, they could do so without incurring any negative circumstances.

At the outset of the data analysis process, the data was captured on an Excel spreadsheet file and stored on a password-protected computer which was only accessed by the researcher. Furthermore, the hardcopies of the completed questionnaires have been stored in a locked cabinet for a period of five years in the supervisors UNAM allocated work office, before the documents are shredded.

The risks involved in taking part in the study were minimal and alleviated by the anonymous nature of the research surveys, which were collected indirectly via the use of a research submission box stationed at the school secretary's office. Once the data analysis was completed, the anonymised results were reported in the researcher's dissertation. The findings were also used to provide a general report to the schools that took part in the study, if requested. The final copy of the full report findings has been held by the University of Namibia. Furthermore, the anonymised data and results will be used for peer-reviewed academic publications in journals and to present at conferences. At no point were individual results reported; only the total group results are reported.

3.9 CHAPTER SUMMARY

This chapter outlined the research design that guided the study, implementing a quantitative research approach. The data was collected using the work stress questionnaire, psychological capital scale, and the supervisor relations subscale. Subsequently, the gathered data was analysed on SPSS. The chapter also highlighted the ethical standards that were adhered to throughout the research process. The following chapter will discuss the findings derived from this study.

CHAPTER FOUR

RESEARCH RESULTS

4.1 INTRODUCTION

This chapter presents research findings on the relationship between teachers' psychological capital and perceived supervisor support and job stress. This includes a report on the reliability analysis of the assessment tools utilised. Moreover, the descriptive statistics are reported as well as the inferential statistics.

4.2 ITEM ANALYSIS

Item analysis was carried out to determine the reliability of the instruments used, and Table 4.1 outlines the results of the evaluations. Loewenthal and Lewis (2018), elaborate that the reliability of the instruments is considered essential in establishing the extent to which the instrument is dependable. A reliability coefficient of .70 is considered a benchmark for evaluating the validity and reliability of a scale (Nawi et al., 2020; Vaske et al., 2017). The mean, standard deviation and, Cronbach Alpha of all the scales are captured in Table 4.1 below.

Table 4.1

Means, Standard Deviations, and Reliability of Subscales

Scale	Number of Items	Mean	Standard Deviation	Cronbach Alpha	Average inter-item correlation
Work stress	21	40.74	7.78	.74	.12
Psychological Capital	12	58.39	13.62	.95	.63
Perceived supervisor support	10	25.78	12.10	.96	.73

Note. n=263

4.2.1. Job stress

Job stress was measured with a 21-item instrument developed by Frantz and Holmgren (2019) which measured the degree to which teachers experienced work stress. As shown on Table 4.1, the scale obtained a consistency coefficient of $\alpha = .74$, which indicates that the scale is reliable. However, the inter-item correlation was .12, which indicates a modest degree of association between the scale items.

4.2.2 Psychological capital

The teachers' mental resources were measured with a psychological capital scale developed by Dudasova et al. (2021). This instrument comprised of 12-items that assessed the secondary school teachers' level of optimism, hope, performance beliefs and their adaptive capacity. The measurement tool yielded a Cronbach alpha of .95, suggesting that the scale is reliable. Furthermore, the inter-item correlations were .63, demonstrating a strong association amongst the items.

4.2.3 Perceived supervisor support

Perceived supervisor support was measured with a scale developed by May et al. (2004), which consisted of 10 items derived from the supervisor relations subscale. As displayed in Table 4.1, the scale generated a Cronbach alpha of .96, this suggests that there is a strong internal coherence amongst the items. Moreover, the inter-item correlation was valued at .73, indicating a strong relationship among the items.

4.3 DEMOGRAPHIC ANALYSIS

The demographic results are presented in the table below.

Table 4.2

Descriptive statistics of the sample

Gender	Valid %	n
Female	74%	142
Male	25.5%	49
Other	0.5%	1
Missing		71
Qualifications	Valid %	n
Grade 12	3.4%	7
Certificate	2.4%	5
Diploma	8.7%	18
Bachelors Degree	69.6%	144
Masters Degree	15.5%	32
PhD	0.4 %	1
Missing		56
Tenure	Valid %	n
0-1 years	20.2%	44
1-2 years	13.3%	29
2-3 years	9.2%	20
3-4 years	9.6%	21
5-6 years	13.8 %	30
10-15 years	18.3%	40
15-20 years	6.4%	14
20+ years	9.2%	20
Missing		45

Age	Valid %	n
20-30 years	31.0 %	61
30-40 years	33.0 %	65
40-50 years	23.9 %	47
50-60 years	12.1 %	24
Missing		66

The study collected 263 responses from secondary school teachers in Windhoek. As shown in Table 4.2, 74% of the sample consisted of females; 25% were male, and 0.5% identified with another gender. This indicates that majority of the sample consisted of female participants.

Furthermore, the majority of the sample held bachelor's degrees, with a portion of the sample having 0-1 year of work experience. In contrast there was a smaller percentage of participants with 15-20 years of work experience. Additionally, 33% of the sample was within the range 30-40 range, and there was a lower representation of individuals between the ages of 50 and 60.

4.4 CORRELATIONS

The aim of the study was to investigate the relationship between variables, and correlation analysis was carried out. As stated by Gogtay and Thatte (2017), correlation analysis involves the evaluation of statistical data, with the purpose of assessing the extent to which variables are linked. Emerson (2015), further elaborates that the direction and strength of the variable relationships is indicated by the correlation coefficient which is denoted as the Pearson correlation coefficient (r).

The correlation coefficient ranges from negative one to a positive value of one (Okwonu, 2020). A correlation coefficient approaching the value of one indicates a strong relationship. In effect, this means that a correlation coefficient that is close to 1 indicates a strong inverse association between variables, whereas a correlation value of positive 1 indicates a direct relationship (Winter et al., 2019). However, values close to 0 depicts a weak relationship (Emarson, 2015). Carrying out a correlation analysis is demonstrated to be vital in establishing the relationship between variable, it for this reason that the association between variables was investigated. Table 4.3, outlines the outcomes of the correlation analysis.

Table 4.3*Correlations between variables*

	1	2	3	4	5	6	7	8	9	10
1. Work Stress	1									
2. Work stress (IW)	.60**	1								
3. Work stress (IOC)	.79**	.45**	1							
4. Work stress (IDC)	.78**	.27**	.48**	1						
5. Work stress (WLI)	-.15*	-.15*	-.29**	-.47**	1					
6. Psychological Capital	-.14	-.23**	-.13	-.15*	.13*	1				
7. Psychological Capital (O)	-.07	-.11	-.09	-.09	.15*	.89**	1			
8. Psychological Capital (H)	-.15*	-.21**	-.16*	-.16*	.14*	.92**	.79**	1		
9. Psychological Capital (S.E)	-.11	-.20**	-.06	-.15*	.10	.92**	.75**	.83**	1	

10. Psychological Capital (R)	-.15*	-.21**	-.14*	-.13*	.09	.89**	.69**	.75**	.78**	1	
11. Perceived Supervisor Support	.21**	.23**	.18**	.13*	-.09	.11	.15**	.74	.05	.09	1

* $p \leq .05$; ** $p \leq .01$

Psychological Capital (O)- Psychological Capital Optimism

Psychological Capital (H)- Psychological Capital Hope

Psychological Capital (S.E)- Psychological Capital Self-Efficacy

Work Stress (IW)- Work Stress Influence at Work

Work Stress (IOC)- Work Stress Indistinct Organization and Conflicts

Work Stress (IDC)- Work Stress Individual Demands and Commitment

Work Stress (WLI)- Work Stress Work to Leisure Time Interference

As demonstrated in Table 4.3, psychological capital was uncovered to have a negative insignificant relationship with job stress ($r = -.14, p > .05$). This provides evidence that psychological capital has a negative impact on teachers' experiences of job stress, although not significant. Similarly, the subsets of psychological capital, such as optimism were found to have a negative insignificant relationship with job stress ($r = -.07, p > .05$). Additionally, self-efficacy and job stress were also found to have a negative insignificant relationship ($r = -.11, p > .05$). This indicates that optimism and self-efficacy has no significant association with teachers' job stress.

Another psychological capital dimension, hope, was found to have a negative significant relationship with job stress ($r = -.15, p < .05$), which showed a weak negative correlation. This reveals that hope has some degree of influence on teachers' experiences of job stress. Lastly, resilience was found to have a negative significant relationship with job stress ($r = -.15, p < .05$). The findings of the study provide evidence that only two subsets of psychological capital, namely hope and resilience, have a negative bearing to some extent, on teachers' experiences of job stress.

Moreover, the subsets of job stress, namely, influence at work, indistinct organisation and conflict, individual demands and commitment, work to leisure time interference, were correlated with psychological capital. Psychological capital was found to have a negative significant relationship with the job stress dimension influence at work ($r = -.23, p < .05$). This indicates that psychological capital has a negative significant bearing on the teachers' experience of work stress related to influence at work. However, psychological capital was uncovered to have a negative

insignificant relationship with the job stress dimension, indistinct organisation and conflict ($r = -.13, p < .05$). This reveals that the changes observed in the levels of psychological capital, were not associated with the changes in the levels of job stress related to indistinct organisation and conflicts. In contrast, it was found that psychological capital had a negative significant relationship with individual demands and commitment. This denotes that changes in the level of psychological capital is associated with the changes in the levels of the job stress dimension, individual demands and commitment ($r = -.15, p < .05$). It was also observed that psychological capital has a positive significant relationship with the job stress dimension work to leisure time interference ($r = .13, p < .05$). This indicates that an increase in the levels of psychological capital, corresponds with an increase of the job stress dimension of work to leisure time interference.

Owing to the results above, the subsets of psychological capital, namely, hope, self-efficacy, resilience and optimism were correlated with the subscales of work stress. Optimism and the job stress dimension of influence at work were found to have a negative insignificant relationship ($r = -.11, p > .05$). This denotes that the changes observed in the levels of optimism, were not associated with the changes in the levels of job stress dimension influence at work. Similarly, the relationship between optimism and the stress dimension of indistinct organisation and conflict were found to be statistically insignificant ($r = -.09, p > .05$). This shows that optimism and the job stress dimension of indistinct organisation and conflict do not have a meaningful correlation. Moreover, optimism and the job stress dimension of individual demands and command were found to have a negative insignificant relationship ($r = -.09, p > .05$). This denotes that the levels of optimism are not associated with the changes

in levels of the job stress dimension individual demands commitment. However, optimism was found to have a positive significant relationship with the job stress dimension work to leisure time interference ($r=.15$, $p<.05$). The positive correlation indicates that with the increase of optimism, there is a corresponding tendency for job stress related to work life leisure to increase, although, it is imperative to note that there is a relatively weak relationship between the variables.

Additionally, hope was found to have negative significant relationship with the job stress dimension of influence at work ($r= -.21$, $p< .05$). This denotes that the fluctuations in the levels of hope were associated with changes in the job stress dimension of influence at work. In tandem, the relationship between hope and indistinct organisation and conflict, displayed a significant negative relationship, with a weak correlation ($r= -.16$, $p<.05$). This indicates that changes in the level of hope are associated with changes in the levels of the job stress dimension indistinct organisation and conflict. Additionally, hope was observed to have a negative correlation with the job stress dimension of individual demands and commitment ($r= -.16$, $p<.05$). The negative correlation between the variables suggest that teachers with higher levels of hope may experience lower levels of the job stress dimension of individual demands and commitment. Correspondingly, hope and the job stress dimension of work to leisure time interference were found to have a negative significant correlation ($r=-.14$, $p<.05$). The relationship between the variables suggests that the changes in hope were associated with the changes found in the job stress dimension of work to leisure time interference, although only to a small extent.

Self-efficacy was revealed to have a negative significant relationship with influence at work, a dimension of job stress ($r = .20, p < .05$), thus indicating that changes in self-efficacy, could be associated with changes in the job stress dimension influence at work. In addition, the relationship between self-efficacy and job stress dimension of indistinct organisation and conflict was also found to be insignificant ($r = -.06, p > .05$). Moreover, the study reports that self-efficacy has a significant negative correlation with individual demands and commitments, a dimension of job stress ($r = -.15, p < .05$). This suggests that self-efficacy can be associated with changes that are found in the levels of individual demands and commitment, but with a weak relationship. In contrast, the correlation between self-efficacy and the job stress dimension of work to leisure time interference were observed to be insignificant ($r = .10, p < .05$).

The dimension of psychological capital, resilience, was observed to have a significant negative relationship with the job stress dimension of influence at work ($r = -.21, p < .05$). This implies that fluctuations in levels of resilience, may correspond with negative changes in work stress levels associated with influence at work. Additionally, resilience was found to have a negative significant relationship with the job stress dimension indistinct organisation and conflict ($r = -.14, p < .05$). In tandem, resilience was found to have a negative significant relationship, with the job stress dimension of individual demands and commitments ($r = -.13, p < .05$). This shows that negative changes in the levels of resilience will be associated with the changes in the levels of individual demands and commitment, but with a weak relationship. However, the correlation between resilience and the job stress dimension of, work to leisure time interference was found to be insignificant.

The second main variable of the study, perceived supervisor support, was correlated against job stress and dimensions of job stress. The findings reveal that perceived supervisor support was found to have a significant positive correlation with job stress ($r = .21, p < .05$). The findings suggest that perceived supervisor support is a crucial component in reducing teachers' experiences of job stress. Therefore, with an increase in perceived supervisor, there will be an increase in job stress. Perceived supervisor support and job stress dimension of influence at work were found to have a positive significant relationship ($r = .23, p < .05$). This implies that the positive changes observed in the levels of perceived of supervisor support can be associated with positive changes observed in job stress related to the influence at work. Additionally, perceived supervisor support was observed to have a positive significant relationship with job stress dimension of indistinct organisation and conflict ($r = .18, p < .05$). The positive relationship between the variables indicates that an increased level of perceived supervisor support, is more likely to be associated with an increase in job stress, particularly in the dimension of indistinct organisation conflict. In tandem, perceived supervisor support and the job stress dimension of individual demands and commitment were found to have a positive significant relationship ($r = .13, p < .05$). These findings indicate that elevated levels of perceived supervisor support are more likely to be associated with elevated levels of the job stress dimension individual demands and commitment. However, the relationship between perceived supervisor support and work to leisure time interference was found to be insignificant ($r = -.09, p > .05$). This denotes that the changes in levels of perceived supervisor support are not associated with the changes in the levels of the job stress dimension work to leisure time.

4.5 REGRESSION ANALYSIS

Regression analysis is fundamental in understanding the relationship between variables, by analysing the predictive accuracy of the independent variables in relation to the dependent variable (Gallo, 2015; Gogtay et al., 2017). In the case of this study, regression analysis was employed to generate numerical data that quantifies the predictive ability of the relationship between the independent variable, namely, psychological capital, perceived supervisor support, and the dependent variable job stress. The section below discusses the results of the regression analysis.

4.5.1 Model 1: Psychological capital, hope, perceived supervisor support and job stress as the dependent variable

As demonstrated in Table 4.5 Model 1 consisted of two independent variables, psychological capital and perceived supervisor support, and the dependent variable, job stress, illustrated a significant impact. The model statistics are reported as $F(2, 194) = 7.49, p < .001$.

The two independent variables explain 7% of the variance in the dependent variable. This denotes that the predictors combined, have a limited impact on the variations in the levels of job stress in secondary school teachers. Furthermore, Table 4.4 highlights that between the two independent variables, supervisor support emerges ($\beta = .23$), as the strongest predictor of job stress amongst secondary school teachers in Windhoek, Namibia.

Table 4.4 Model 1 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.27 ^a	.07	.062	7.53824

a. Dependent Variable: Work stress

b. Predictors: Psychological capital, supervisor support

Table 4.5 Model 1 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	850.95	2	425.48	7.49	<.001 ^b
	Residual	11024.06	194	56.83		
	Total	11875.00	196			

a. Dependent Variable: Work stress

b. Predictors: (Constant) Perceived supervisor support and psychological capital

Table 4.6 Model 1 Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	42.39	2.54		16.71	<.001
PSYCAP	-0.09	.04	-.16	-2.36	.02
SupSupp	.15	.05	.23	3.31	.001

4.5.2 Model 2: Psychological capital, hope, resilience, optimism, self-efficacy, perceived supervisor support and job stress as the dependent variable

The second regression model expanded the analysis by incorporating the subsets of psychological capital and perceived supervisor support on job stress. As outlined in Table 4.7, the model consisted of six (6) independent variables, namely, psychological capital, hope, resilience, optimism, self-efficacy, perceived supervisor support and the dependent variable being job stress. Notably, these variables demonstrated a statistically significant impact on the dependent variable, as illustrated by the statistical measures reported as $(F(6, 190) = 17.77, p < .001)$, in the corresponding table.

According to the findings, the predictors account for 36% of the fluctuations observed in job stress levels of secondary school teachers in Windhoek, Namibia. This indicates that the predictors have a substantial impact on the variance of the teachers' levels of job stress.

In contrast to Model 1, Model 2 is a better model. Therefore, this model is suitable for creating interventions aimed at reducing the degree to which secondary school teachers experience job stress.

Table 4.8 Model 2 Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4268.50	6	711.416	17.77	<.001 ^e
	Residual	7606.51	190	40.03		
	Total	11875.01	196			

a. Dependent Variable: Work stress

b. Predictors: (Constant), ~~SupSupp~~ PSYCAP, Resilience, Optimism, Hope, Efficacy

Table 4.9 Model 2 Regression coefficients

Model		Unstandardized		Standardized	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.48	2.29		21.58	<.001
	PSYCAP	-14.12	1.57	-.2472	-9.01	<.001
	SupSupp	.20	.04	.31	5.17	<.001
	Optimism	13.88	1.53	.724	9.06	<.001
	Hope	12.89	1.51	.608	8.56	<.001
	Efficacy	14.61	1.61	.670	9.06	<.001
	Resilience	14.27	1.63	.706	8.74	<.001

Table 4.7 Model 2 summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.60	.36	.34	6.33

a. Dependent Variable: Work stress

b. Predictors: (Constant), SupSupp, PSYCAP, Resilience, Opt, Hope, Efficacy

Comparing the two models, it is evident that the first model focusing solely on the impact of psychological capital and perceived supervisor support on job stress, demonstrated R-squared value of .07, indicating that 7% of the variance in job stress could be explained by psychological capital and perceived supervisor support combined. However, the second model which investigated psychological capital and its subsets in conjunction with perceived supervisor support exhibited a higher value R-squared value of .36, indicating that 36% of the variation of job stress was accounted for by the combined influence of the independent variable.

The results from the regression analysis corroborates findings from the correlation analysis. Both analyses indicate that the subsets of psychological capital play a more substantial role in determining levels of job stress. This relationship is evident in the correlations results which highlight that the subsets of psychological capital are associated with the changes in job stress levels. The regression analysis, further emphasises this by revealing a higher R-squared value in the model that incorporates both the subsets of psychological capital and perceived supervisor support. This denotes that the subsets of psychological capital contribute more to the variations in job stress compared to the model that exclusively includes the overall psychological capital. Additionally, the outcomes of the regression analysis also indicate that including the subsets of psychological capital and perceived supervisor enhances the model's ability to explain the variations in job. This finding supports the correlation results, which demonstrates perceived supervisor support to have a significant association with the changes in the levels of job stress. In essence, the outcomes of both analyses highlight the significance of the subsets of psychological and perceived supervisor support in influencing the levels of job stress.

Moreover, considering the difference in the R-squared values of the two models, it is essential to note that the second model demonstrates higher predictive power. Therefore, it is the most suitable for the development of interventions.

4.6 DISCUSSION OF RESULTS

The purpose of the study was to identify the role of teachers' psychological assets and perceived supervisor support on job stress. Investigations were carried out on

263 secondary school teachers in Windhoek, Namibia. The following is an elucidation of the outcomes of the study.

4.6.1 Psychological capital and job stress

According to the study's results, the relationship between psychological capital and job stress do not exhibit a significant relationship ($r = -.14, p > .05$). This suggests that the construct as a whole has an insignificant relationship with the teacher's experience of job stress. The findings of the current study deviate from the research outcomes, indicated by Zhang et al. (2019), which indicated a significant negative relationship between psychological capital and job stress. This signifies that teachers with higher levels of psychological capital are observed to have lower levels of job stress. Similarly, a study carried out by Demir (2018), echoed this point and highlighted that teachers' level of psychological capital was associated with lower levels of job stress. Mikus and Teoh (2022), correspondingly affirmed psychological capital to play a crucial role in assisting teachers in managing job stress. The three studies previously mentioned, highlight the common perspective in existing literature that psychological capital has a significant relationship with job stress and has a mitigating effect on job stress. However, the results of the current study pertaining to the relationship between psychological capital and job were demonstrated to be contrary to the studies previously mentioned.

In contrast, to these findings, the current study provides varying results, which indicate, that psychological capital in its entirety is not effective in reducing the levels of job stress. Nevertheless, the current study also observed that certain constructs of psychological capital, such as hope ($r = -.15, p < .05$) and resilience ($r = -.15, p < .05$) demonstrated a negative significant relationship with job stress. This

suggests that teachers with higher levels of hope and resilience are more likely to experience lower levels of job stress. This corroborates findings by Vinkers et al. (2018) and Viseu et al. (2016), which highlight that resilience contributes to the teacher's ability to adapt to difficulties, as a result, lowering the levels of job stress. Moreover, the regression analysis indicates the significant role of perceived supervisor support and the subsets of psychological capital in explaining the variance in job stress. Comparing the regression models, it was observed that the regression model, incorporating the subsets of psychological capital demonstrated a higher predictive capability in explaining the variance in job stress levels ($F(6, 190) = 17.77, p < .001$). This denotes that interventions targeting these psychological capital subsets could offer more benefits to schools seeking to alleviate job stress in teachers.

The study further investigated the relationship between the facets of psychological capital and the dimensions of job stress, namely, the teacher's ability to influence at work, indistinct organisation and conflicts, individual demands and commitments and work to leisure time interference, as described by Holmgren (2013). The findings from the present study indicate that psychological capital subscales such as self-efficacy were demonstrated to have a significant relationship with the job stress dimension of influence at work ($r = .20, p < .05$). This denotes that teachers who are confident in their ability to express their view points and to manage work tasks are more likely to experience reduced levels of job stress. This aligns with the job demands resources model which suggests personal resources such as self-efficacy contribute to the employee's ability to effectively address work challenges, potentially reducing the employee's job stress levels (Bakker & Demerouti, 2018).

Additionally, the study reveals that higher levels of self-confidence in one's abilities are associated with lower levels of the job stress dimension individual demands and commitment ($r = -.15, p < .05$). This indicates that self-efficacy plays a significant role in the teacher's dedication and the inclination to set limits on work hours while managing self-imposed expectations and work demands. These findings may be attributed to the notion that, employees that possess personal resources, such as self-efficacy tend to demonstrate lower levels of job stress because the employee would be able to implement coping strategies effectively, thereby reducing job stress (Schaufeli, 2017). Furthermore, Wang et al. (2015), indicate that self-efficacy not only empowers teachers to address work demands, but it also changes their perception and gives them a positive outlook of their circumstances, which contributes to lower levels of job stress.

However, self-efficacy was found to have an insignificant relationship with job stress dimensions, such as indistinct organisation and conflicts and work to leisure time interference ($r = -.09, p > .05$). This indicates that self-efficacy has no relationship with facets of job stress that involve unclear work structures, conflicts and maintaining a balance between personal and work life. This could indicate the presence of other factors that could be influencing the aforementioned job stress dimensions as suggested by the lack of correlation with self-efficacy. These results contrast with the findings of, a study conducted by Embse et al. (2019), which reports that teachers with high levels of job stress, were more likely to exhibit lower levels of job stress experiences.

In the present study, the results indicated an insignificant relationship between psychological capital and job stress. Based on our statistical analysis, we fail to reject the first null hypothesis, which posits that there is no significant relationship between psychological capital and job stress. However, it is important to note that specific subsets of psychological capital, such self-efficacy, hope and resilience were observed to have a significant relationship with job stress. Irrespective of the lack of statistical significance, the occurrence of these associations provides an enhanced understanding of the relationship between psychological capital and job stress in the Namibian context.

4.6.2 Perceived supervisor support and job stress

Perceived supervisor support, as defined by Aflaz et al. (2019), is described as the employee's assessment of the support received from the supervisor. This evaluation encompasses various aspects, including assistance in resolving issues, recognition of achievements, opportunities for career development opportunities and the provision of psychological support, by the supervisor (Bilgeturk & Baykal, 2021; Imam et al., 2023).

The current study established that teachers in Namibia who are experiencing heightened levels of perceived supervisor support are more likely to experience higher levels of job stress ($r=.21, p<.05$). The outcomes of the present study yielded contrasting results, from those of research by Kosir et al. (2022), which suggests that perceived supervisor support is associated with lower levels of job stress. Furthermore, the study established that specific dimensions of job stress were found

to have a positive significant relationship with perceived supervisor support. This includes dimensions, such as the the teacher's individual demands and commitment, indistinct organisation and conflict, and influence at work.

These results indicate that an increase in the levels of perceived supervisor support may be associated with an increase in the job stress dimensions, encompassing work influence ($r=.23$, $p< .05$). This dimension encompasses the educator's decisive power and their ability to manage work responsibilities (Hulten et al., 2022). Contrary to the commonly held perspective, the present study revealed heightened supervisor support to diminish the teacher's influence at work-potentially interfering with the teacher's autonomy in task performance. This discrepancy becomes evident when considering the findings presented by Skaalvik and Skaalvik (2016) and Aria et al. (2019), where the studies demonstrate that perceived supervisor support to be associated with lower levels of job stress (Skaalvik & Skaalvik, 2016; Aria et al., 2019). The disparity in the results corresponds with the self-determination theory which suggests that employees that feel stifled in their ability to make decisions could contribute to heightened stress levels (Deci et al., 2017). This could also be indicative of a leadership approach, similar to micromanagement, which is a leadership approach where supervisors closely monitor employees and limit the employee's decisive power (Lee, 2021). This perspective aligns with Castillo's (2018), assertions that an increase in supervisor support could contribute to higher levels of teacher's job stress. The implications of micromanagement on the teacher's autonomy and job stress levels, signifies the importance of the alignment of the supervisor and teacher's expectation, the supervisor providing a work environment that fosters autonomy.

Moreover, examining the outcomes on the job stress dimension, indistinct organisation and conflicts, it is evident that teachers perceive supervisor support to play a significant role in the teacher's ability to navigate the uncertainty of school processes and conflict. This is substantiated by the positive correlation between perceived supervisor support and the job stress dimension, specifically indistinct organisation and conflicts ($r=.18$, $p<.05$). These challenges involve issues related to the distribution of work tasks, unclear work processes, role expectations and conflict, which are associated with an elevation in perceived supervisor support. Therefore, the positive relationship could be indicating the teachers increased dependence on supervisors to resolve conflict, and in navigating uncertainty which could diminish the teacher's ability to resolve conflict independently, ultimately contributing to increased stress levels. This aligns with the job demands-resources model, indicating that work circumstances exceeding personal capacities, like heightened task ambiguity and interpersonal conflicts, hinder the effective management of job demands, leading to increased stress and reduced job well-being (Corso-de-Zúñiga et al., 2020).

Furthermore, challenges arising from a shortage of teaching staff and resources, could potentially contribute to an overlap in the job functions and unclear processes thereby, giving rise to conflicts. As stated by Sonnentag and Krueger (2020), the unclear role expectations and confusion pertaining to work task allocation, may further heighten the occurrence of conflict, contributing to elevated levels of job stress. In the Namibian context, limitations found in schools hinder the resolution of

these issues, therefore escalating the levels of job stress. Work environmental factors highlight the complexity of the issues faced by teachers in secondary schools in Windhoek, Namibia.

Examining the job stress dimension individual work demands and commitment, the study found a positive relationship which suggests that teachers that perceive excessive support from their supervisor, tend to face higher levels of job stress ($r=.13$, $p<.05$). This denotes that heightened perceived supervisor support, as stated by Hulten et al. (2022), elevated job stress involving work demands and self-imposed expectations. These findings align with the leader-member exchange theory, which proposes that employees that experience strong relationships with the supervisor, often respond by striving for greater performance (Martin et al., 2018). Consequently, this pursuit for enhanced performance may contribute to increased work demands, heightened by teacher's job stress. In the case of Namibia, stress becomes more pronounced, due to the lack of resources that hinder the teacher's ability to perform optimally. This includes challenges, such as a shortage of teaching staff, lack of instructional resources and limited professional development opportunities (Amutenya, 2016; Haufiku, 2022; Mokaleng & Mowes, 2020). Due to the obstacles faced by teachers, it is difficult for them to reciprocate the support provided by supervisors. Consequently, this leads to an increase in stress levels because the teacher has higher internal performance expectations that they are unable to meet due to the challenges faced.

According to, Saranya (2016), job stress is attributed to the discrepancy in the employee's internal requirements and work objectives. In the case of the present study, it is apparent that the educator's internal desire to reciprocate perceived supervisor support with increased job performance is hindered by a lack of resources. These challenges, in turn, contribute to a rise in the levels of stress. Furthermore, the job demands resources model, suggests that, an unevenness in the job stressors and the job requirements contributes to increased levels of job stress (Bakker & DeVries, 2021).

However, the association between job stress factors, specifically those related to work to leisure time interference, were demonstrated to be insignificant ($r = -.09$, $p > .05$). This indicates that perceived supervisor support is not associated with all forms of job stress. On the contrary, a study by Uzun al. (2019), found perceived supervisor support to be associated with the changes in experiences of teacher's job stress. It is noteworthy that the study did not provide details on cause of the outcomes dimensions of job stress encompassing work- life balance, therefore, indicating that there is a need for further investigation. This also shows the complexity of the construct job stress and that perceived supervisor support is not associated with certain categories of job stress.

This complexity is better understood by considering that factors such as task load, and the number of teachers is often beyond the supervisor's decisive power. It is for this reason that these factors often fall under the Ministry of Education, Arts and Culture fund allocation (Kaupa, 2020). Therefore, the research outcome of the lack

of association between perceived supervisor support and job stress related to work to leisure time interference may be attributed to the supervisors' limited involvement in issues pertaining to work-life balance. Korstiens and Moser (2017) confirm that the context in which a study is carried out, has an influence on the research results. Therefore, it is reasonable to justify that the difference in the findings of the current study and existing research, vary due to the difference in the context of Namibia.

The study outcomes revealed a lack of association between perceived supervisor support and certain dimensions of job stress. However, the overall outcome of the findings indicated that perceived supervisor support is associated with the changes in the broader construct of job stress. In light of the study outcomes, it is evident that perceived supervisor support has a relationship with job stress; therefore, we reject the second null hypothesis, which posits that perceived supervisor support has an insignificant relationship with job stress.

4.7 CHAPTER SUMMARY

This chapter discussed the findings of the study. The outcomes of the study indicate that subsets of psychological capital, such as resilience and hope are found to have a significant negative relationship with job stress. Furthermore, self-efficacy demonstrates a negative correlation with the subsets of job stress such as work demands. This indicates that specific subscales of psychological capital are associated with changes in the teacher's job stress levels. In line with this, the regression analysis additionally supports the view that the dimensions of

psychological capital yield higher predictive capabilities in the variations of job stress. It is for this reason that Model 2, incorporating the subscales of psychological capital was selected as the most effective model. Moreover, perceived supervisor support was found to be associated with the positive changes in the levels of job stress. Thus, it demonstrates that teachers in Namibia would benefit more from supervisor support that endorses the employee's autonomy, and develops skills such as conflict management.

CHAPTER 5

IMPLICATIONS, LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

5.1 INTRODUCTION

The study investigated job stress experienced by secondary school teachers in Windhoek Namibia, with a focus on elements that influence the changes in stress levels. This included an investigation of psychological capital and perceived supervisor support in relation to stress. Moreover, the chapter discusses the managerial implications and recommendations derived from the research outcomes of the present study. Lastly, the limitations of the current study are discussed.

5.2 MANAGERIAL IMPLICATIONS AND INTERVENTIONS

The recommendations listed below are outlined at individual, organisational level and regional level.

5.2.1 Interventions to enhance the three subsets of psychological capital (hope, self-efficacy and resilience)

The findings of the present study revealed that psychological capital, in its entirety, had an insignificant relationship with job stress. However, upon closer analysis it was uncovered that specific subsets of psychological capital, including hope and resilience demonstrated a significant relationship with job stress. Although, self-efficacy was shown to have an insignificant relationship with job stress, it demonstrated a significant relationship with certain dimensions of job stress dimensions. In light of these, interventions will be directed towards measures that focus on hope and resilience in efforts to reduce teachers' job stress in Namibia.

5.2.1.1 Workplace Counselling

Firstly, hope is defined as a positive mind-set, that drives an employee's ability to establish and pursue goals and also involves formulation of alternative strategies when confronted with obstacles (Luthans & Morgan, 2017). As a result, it strengthens the employee's ability to navigate through challenges more adeptly (Feng, 2016). Given the stressful circumstances that educators often face in Namibia, it is recommended that teachers engage in workplace counselling as a means of fostering hope. As emphasised by, Bajoreck and Bevan (2020), the positive outcomes of workplace counselling can be attributed to the feedback provided by the counsellor, enabling employees at an individual level to gain an alternative perspective to their circumstances. Through this process, employees can come up with different approaches to overcome challenges experienced in the workplace (Sunil & Kaustubh, 2019), ultimately, cultivating hope, which is a significant component in overcoming job stress (Carter & Youssef-Morgan, 2019).

Workplace counselling does not only instil hope but could also cultivate teacher's resilience in managing work demands. Resilience, as defined by Luthans and Morgan (2017), refers to an individual's ability to overcome and recover from challenges. Workplace counselling, plays a pivotal role in enhancing the employee's mental capacity, and has been identified as fundamental in strengthening resilience, thereby preventing the development of psychological illnesses (Joyce et al., 2016; Petrie et al., 2018). Omegun et al. (2018), emphasise workplace counselling as a vital component that provides personalised strategies to lower job stress through the development of the educator's adaptability (Omegun et al. 2018). In the context of

Namibia, the provision of workplace counselling could empower teachers with skills such as conflict management and effective coping strategies. This in turn would lead to improved performance and the overall success of schools (Tuvulla & Byaruhanga, 2017).

5.2.1.2 Personal Care Practices

Hricová (2020), emphasises the broader significance of employees prioritising personal care practices, especially in highly demanding occupations. Considering that the field of education is regarded as one of the most strenuous occupations, it is vital for teachers to engage in activities that preserve their overall health (Agyapong et al., 2022). This includes participating in physical activities and incorporating a healthy diet into the individual employee's lifestyle. This practice is demonstrated to serve more than one function; this has been shown to modulate stress levels and support the employee's wellness (Basso et al., 2015). Living a healthy lifestyle is explained to provide the additional energy required to overcome stress (Ali et al., 2017). Muzakir (2021) and Pathak et al. (2017), further emphasised the significance of a healthy lifestyle in inducing the production of neurotransmitters that augment the employee's capacity to manage stress. This includes improving decision making and effective problem-solving skills (Muzakir, 2021). These attributes as identified as integral components of psychological capital, are essential in reducing job stress and enhancing the overall health of teachers (Zewude & Hercz, 2019). Additionally, the importance of proficient problem-solving and decision making, correspond with the key features of self-efficacy and resilience, as highlighted by Wabule (2020) and Kim et al. (2017). These researchers emphasise that hope is characterised by the

selection of alternative pathways and the adept management of challenges, fostering the employee's competence in confronting issues that teachers face- an integral characteristic of self-efficacy (Kim et al., 2017; Wabule, 2020).

5.2.1.3 Peer Coaching

Moreover, at individual level, teachers in Namibia could benefit from peer coaching to strengthen their confidence in managing work challenges and improving their effectiveness. This is a form of skills development where colleagues share knowledge and mutually encourage one another Zhang et al. (2017). Teachers have the opportunity to engage in mutual observation regarding how they conduct classes, fostering a collaborative environment where they openly discuss challenges and offer support to one another (Jarvis et al., 2017). Observational learning is vital in the coaching, as the social learning theory highlights it, as an effective method for individuals to acquire and retain knowledge through experiences and by witnessing their colleagues' approaches (Chuang, 2021). This collaborative process involves experienced employees coaching those who are new to the field as well as, teachers that possess specific skills that could be used to support their colleague. Such exchanges facilitate the sharing of valuable insights (Sider, 2019). The peer coach, is often someone with more experience, or one that possesses skills that could contribute to a culture of continuous development (Jarvis et al., 2017). As a result, teachers involved in peer coaching are likely to develop self-efficacy, which is outlined as the confidence an employee has in their capabilities (Pekkan, 2018). This heightened self-confidence plays a pivotal role in empowering educators to navigate challenges with greater assurance and capability (Maddux, 2016). This also creates a collaborative environment for teachers, and, Ong et al. (2022), highlighted the significance in collegial support, emphasising its effectiveness in mitigating work-

related stress. It is vital that peer coaching sessions are carried out regularly in order to fortify professional development and promote resilience.

5.2.1.4 Training

Interventions at school level are essential in developing a conducive work environment that could effectively manage occupational stress. This necessitates the implementation of strategies that cultivate the dimensions of psychological capital, as identified in the present study with lowering job stress, including resilience, self-efficacy and hope. Therefore, to enhance hope among teachers, it is essential to provide training opportunities that foster problem-solving skills. These trainings could include exercises focused on establishing clear and attainable goals, in order to reconceptualise adversity (Magyar-Moe & Lopez, 2015). Additionally, the trainings could educate teachers to reconceptualise adversity by acknowledging challenges whilst having the ability to redirect their attention to problem-solving skills (Singh, 2017). This will aid teachers in developing hope, as outlined by, Youssef-Morgan and Luthans (2015), the employee's ability to create various strategies to obtain goals is a pivotal quality of hope. Therefore, teachers that engage in workshops with these objectives would be more likely to function effectively in the faculty of hope, better equipping teachers to manage job stress.

5.2.1.5 Wellness debriefing sessions

Moreover, the implementation of weekly wellness debriefing sessions, where teachers share their challenges and experiences with other staff members, could facilitate mutual learning and support. According to Argawal (2020), collegial

support cultivates employees' resilience due to the support they provide. Furthermore, this platform offers teachers an opportunity to learn from the experiences of others and collaborate on finding solutions. This fosters both hope and emotional resilience, as highlighted by Bozer and Jones (2018), efficient mentoring is efficient in cultivating hope among teachers. Additionally, in these sessions, schools could invite professionals in the community such as, pastors and, psychologists to share knowledge that will assist teachers to overcome occupational stress. This, in turn, nurtures self-efficacy, empowering teachers with knowledge that contributes to their confidence in overcoming work demands.

5.2.1.6 Implementation of employee assistance programs

At the regional level, there should be a consideration for the implementation of employee assistance programs—a workplace initiative designed to assist employees address individual concerns and job-related stress (Joseph et al., 2018). This program would encompass workplace counselling and fitness initiatives which aim to cultivate psychological capital facets, such as resilience, self-efficacy, and hope. Furthermore, it is crucial for the Government to also contemplate the provision of training workshops that empower teachers' psychological capital and the provision of the necessary skills for effective peer coaching. Ensuring that teachers have access to these initiatives is critical because having such activities can assist in developing key subsets of psychological capital, which have been identified as crucial personal resources that empower teachers to overcome the work demands. In addressing the strenuous conditions teachers face, these initiatives become job resources which are

essential tools, contributing to the psychological resources needed to enhance the adaptability and overall well-being of employees (Bakker & Devries, 2021).

Aligning this to principles of the Job Demands-Resources Model, it has been identified that employees with the necessary work resources can better withstand the negative impact of job stress, and personal resources such as, psychological capital provide the motivation for employees to adopt effective coping strategies (Corso-de-Zúñiga et al., 2020). Therefore, by implementing these initiatives, teachers in Namibia would be well-equipped to manage job stress effectively.

5.2.2 Interventions on perceived supervisor support and job stress

The study revealed that perceived supervisor support demonstrates a statistically significant relationship with teachers' job stress. Thus, it indicates that heightened levels of perceived supervisor support are associated with an increase in job stress levels. Recognising that perceived supervisor support is linked to variations in stress, this can be used as a factor informing interventions aimed at reducing job stress.

5.2.2.1 Vision Mapping

Supervisors play a pivotal role in supporting teachers and mitigating job stress by employing transformational leadership, a style shown to lower employee stress by equipping them with the necessary resources to manage work demands (Saleem et al., 2016). This leadership approach involves inspiring employees to operate at their full potential, fostering their development, and addressing individual concerns and skill requirements (Andersen et al., 2018; Orabi et al., 2016). Collaboratively creating a vision map aligned with the Ministry of Education and Arts Culture's

vision is an extension of supervisor support. This exercise allows employees to exercise autonomy. The visual representation, developed by the school, outlines long-term and yearly objectives within the school context, incorporating teachers' contributions. Using visual representation to articulate the school's vision is vital for enhancing employees' ability to retain information about the year's objectives (Kernbach et al., 2015). This ensures that teachers have a more comprehensive understanding of their shared role in establishing the vision and, fostering teamwork, which are crucial in the alleviation of job stress. This is because collaborative vision-setting based on the school's context promotes a unified approach, diminishing isolation and cultivating team cohesion. This results in employees consolidating ideas and resources effectively and thereby creating a sense of belonging through the collegial support established. This, in turn, could function as a job resource by providing social support which enhances the teacher's ability to effectively manage job demands. This aligns with the perspective provided by Skaalvik and Skaalvik (2017), highlighting that job resources of this nature are crucial in reducing job strain because they strengthen employees' capacity to address job pressures.

5.2.2.2 Conduct needs and skills assessments

Supervisors should conduct needs and skill assessments to identify the teachers' competency deficiencies and determine what is required for teachers' to experience a sense of control. This is crucial for maintaining employee motivation, as emphasised by the self-determination theory which suggests that staff members are motivated by the fulfilment of psychological needs (Fidelis et al., 2021). This motivation may fuel

teachers' drive to persevere throughout the challenges experienced. Furthermore, employees need to gain proficiency to build the confidence necessary for managing job stress (Wang et al., 2015). This proactive measure prevents teachers from becoming overwhelmed by job demands and ensures that they are well-prepared to navigate through work stress adequately. Implementing this approach would assist teachers in cultivating essential personal resources, such as self-assurance and resilience, to competently manage occupational-related stress.

5.2.2.3 Cultivating effective communication

Effective communication between supervisors and teachers is paramount in mitigating job stress. Ambiguity often arises when educators are uncertain about the most effective ways to fulfil their job responsibilities, stemming from a lack of resources and inadequate communication regarding the educational objectives (Allen et al., 2015). Sonnentag and Fritz (2020), emphasised that such ambiguity contributes to job stress. Supervisors can contribute to alleviating job stress by providing regular updates, in staff meetings on the school's progress toward the established vision and fostering open discussions about teachers' challenges. This approach promotes clarity and transparency thereby, ensuring that teachers do not feel overwhelmed by ambiguity and their job demands. As a result, supervisors would be aware of the specific areas that require attention, thus allowing them to be addressed and potentially lowering teachers' job stress. Additionally, supervisors must practice empathetic listening by, allowing teachers to express their views without judgement. This empathetic approach, marked by recognising and acknowledging employees, establishes a trust-filled environment which is an

effective approach in reducing teachers' job stress (Busikila & Levi, 2021). Equally as important, this practice addresses the lack of role clarity often faced by teachers, as they manage numerous tasks and responsibilities. It further clarifies their true role in contributing to larger goals and fosters a sense of control over their responsibilities, thus contributing to increased motivation. Motivation is vital, as it fuels hope—the willpower to pursue goals when faced with challenges (Luthans et al., 2015). Hope is also associated with adaptive coping mechanisms for job stress (Viseu et al., 2015) This communication strategy enhances perceived supervisor support, serving as a crucial job resource that reduces ambiguity and helps employees manage work demands effectively.

5.2.2.4 Regular well-being meetings

Supervisors conducting regular well-being meetings further facilitates open communication, providing a platform for teachers to voice concerns. This ensures that their needs are addressed, ultimately contributing to the reduction of job stress. Therefore, a collaborative vision, needs assessment, and empathetic communication are essential elements in the supervisor's toolkit for supporting teachers and fostering a conducive work environment. This approach supports teachers' needs and reduces job stress.

5.2.2.5 Effective delegation

Delegation can be utilised for professional development and autonomy but requires supervisor support and guidance to succeed. Without judgment for mistakes,

supervisors should provide the necessary guidance, acting as a job resource per the Job Demands-Resources Model and, as a result, lowering job stress.

5.2.2.6 Recognition of teachers' efforts

Supervisor support should extend to recognising teachers' efforts and achievements, especially considering the challenges that teachers are confronted with. Initiatives like monthly achievement awards cultivate motivation, aligning with the self-determination theory that posits recognition as vital for intrinsic motivation. Sustained motivation is crucial for teachers in Namibia to persevere through job stress. Therefore, consistent discussion of the vision would promote psychological ownership, which is the connection that employees feel towards a goal; this encompasses the employee identifying with the vision and perceiving the vision as an extension of the self (Dawkins et al., 2017). Therefore, with the cultivation of psychological ownership, employees would become more committed and motivated to fulfil the educational mandate, as a result, fostering determination amid challenges. These are key attributes required for an employee to withstand the negative effects of job stress.

5.2.2.7 Constructive Feedback and Coaching

In order to solidify the vision, supervisors should be aware of teachers' skill gaps and needs by regularly inquiring with teachers where they feel they are lacking. It is essential that supervisors provide support to teachers through coaching and constructive feedback in order to capacitate employees with the ability to overcome

occupational stress. This holistic approach to leadership and support can significantly contribute to reducing job stress among teachers.

5.2.2.8 Leadership Training

It is imperative for supervisors to attend training sessions that strengthen leadership competencies that would assist in creating a favourable work climate. This includes developing skills, such as effective communication, delegation, and cultivating empathy. The present study highlights a substantial association between perceived supervisor support and work stress factors, including workplace conflict and teacher-related issues. Thus, it is critical for supervisors to be trained to address conflicts and foster autonomy adequately. This is for the reason that autonomy-centered leadership empowers employees to gain authority over their responsibilities, reducing dependence on leadership for stress management. This approach is vital in fostering teachers' self-governance and the reduced levels of occupational stress (Nawaz et al., 2016; Sitohang et al., 2019). Moreover, effective leadership behaviour, creates a mentally secure supervisor who provides support for employees facing high job demands (Zhu et al., 2018). According to the social exchange theory, a supportive supervisor-employee relationship, with coaching and effective communication skills, leads to employees' increased performance and lower job stress levels (Cropanzano et al., 2017). Therefore, it is crucial that supervisors in Namibia are equipped with the skills required to alleviate job stress.

Moreover, school management can support teachers individually by encouraging counselling sessions that will assist in developing personalised stress reduction techniques (Naghieh et al., 2015). This aligns with the necessity for supervisors to

identify areas of employee development to foster efficiency, as increasing job resources lower stress levels and increase the employee's efficiency (Bakker & Demerouti, 2017).

5.2.2.9 Health promotion programs and team-buildings

The consistent provision of teacher health promotion programs by school management, which educate teachers on stress management techniques and incorporates exercise, plays a vital role in managing work-related stress (Brasfield et al., 2019). Concurrently, team building activities, focusing on effective communication and conflict management, can strengthen collaboration among teachers, thus ultimately reducing stress levels (Conner & University, 2015).

5.2.2.10 Liaising with external stakeholders

Considering that educators in Namibia are confronted with heightened administrative tasks, teachers could benefit from the Government liaising with external stakeholder to provide resources, including technology. Therefore, the Government developing policies to regulate school adoption proceedings and the recruitment of trained graduates could assist in alleviating job stress-induced by excessive workloads.

5.2.2.11 Leadership development and networking for supervisors

The Government must provide professional development opportunities for leaders at regional level, enabling them to efficiently support teachers facing stress. Additionally, the Government could facilitate networking opportunities, both

virtually and in-person for leaders to exchange experiences and solutions thereby, enhancing their leadership capacity and, consequently, reducing teachers' job stress (Rincón-Gallardo & Fullan, 2016). More networking seminars are recommended to assist leaders in acquiring resources for teachers and refining leadership skills, which could play a pivotal role in reducing occupational stress among teachers in Namibia.

5.2.3 Conclusions on the proposed interventions

Teachers' work environment is not one that will change within a short period due to the demanding conditions requiring significant resources and time. Considering Namibia's current financial constraints, it will take time for change to occur. Consequently, the burden on the Namibian school system will continue to grow, and teachers in Namibia will continue to bear the weight as frontline staff delivering education.

The findings indicate that teachers need hope and resilience in the work environment to experience lower levels of job stress. These concepts of psychological capital are crucial and should be conceptualised practically to mediate job stress in secondary schools in Namibia. Furthermore, supervisor support was found to be crucial in influencing the extent of job stress in teachers. Therefore, it is critical that the alleviation of job stress is introduced with interventions developed at individual and organisational levels. This encompasses interventions focusing on enhancing factors such as psychological capital and perceived supervisor support.

At individual level, it is crucial for school management to address teachers' welfare through counselling, coaching, and training. Bajoreck and Bevan (2020) along with Gulbahar (2020), highlight the efficiency of these interventions in assisting

employees in overcoming work-related stress. This will require supervisors to conduct needs assessments to establish what teachers need for adequate assistance, helping teachers develop effective strategies to combat job stress. At organisational level, it is recommended that supervisors attend training sessions on leadership skills and communication to lower teachers' stress levels. Moreover, the use of team-building activities would enhance teachers' capacity to work together more effectively, thus reducing stress related to teamwork.

However, it is essential to note that even school leaders need further training to revitalise a transformational leadership style that provides inspiration, attentiveness to employees' needs and concerns, and opportunities for teacher development. These qualities are essential in creating an environment where teachers can thrive and adeptly manage job stress. Therefore, the Government of Namibia must make collaborative efforts to mediate this issue.

5.3 LIMITATIONS AND RECOMMENDATION FOR FUTURE RESEARCH

This study delved into how secondary school teachers' psychological capital and perceived support from supervisors impacts job stress. While our findings are significant, it is essential to acknowledge the research constraints. Understanding these limitations is vital for shaping future research. In this segment, we discuss the limitations and provide suggestions for future studies, highlighting significant areas of the study that warrant further investigation.

Given that the present study identified perceived supervisor support as a factor that exacerbates job stress, future researchers should replicate the current study while incorporating moderator variables. Considering the limited variables in the present

study, it is essential to further examine the relationship by incorporating influencing factors, such as coping mechanisms and leadership styles. This broader investigation will deepen the understanding of the factors influencing job stress. Furthermore, the study faced time limitations and was constrained by the research design, focusing on behaviour within a specific time period. Therefore, future studies should consider implementing longitudinal designs to examine changes in behaviour over time, uncovering the changes in behaviour over a longer duration.

Despite the findings of the present study indicating an insignificant relationship between psychological capital and job stress, it is imperative for future studies to investigate potential influencing factors. Furthermore, limitations in time and financial resources, restricted the study to Windhoek, potentially influencing the generalisability of the findings. To broaden the scope of the findings, it is advisable for future studies to be replicated in various locations across Namibia, including both urban and rural regions, covering a diverse range of contexts. Moreover, the sample size was limited to a sample of 263 teachers due to time constraints and the demanding workload of teachers posing challenges to their participation and potentially affecting generalizability. To address this limitation, future studies should be conducted over an extended period, allowing teachers sufficient time to participate.

The study utilised a questionnaire to gather information from participants, thus limiting the comprehensiveness of responses. Therefore, a follow-up study should utilise interviews to obtain a comprehensive understanding of participants' responses,

enhancing the interpretive strength of the research results. Therefore, future research should carry out investigations on a larger scale and implement a mixed method approach for a more comprehensive understanding of job stress.

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APPENDIX A

Ethics Approval Certificate



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: SAH32/23 **Date: 07/06/2023**

This Ethical Clearance Certificate is issued by the University of Namibia Decentralized Ethics Committee (DEC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the School of Allied Health Sciences Decentralized Ethics Committee.

Title of Project:

Topic: An investigation on the role of secondary school teacher's psychological capital and perceived supervisor support on job stress, in Windhoek, Namibia.

Principal Researcher: Ogone Basiamang

Student Number: 221412697

Centre for Research Services

Take note of the following:

1. Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the ethics committee. An application to make amendments may be necessary.
2. Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the ethics committee
3. The Principal Researcher must report issues of ethical compliance to the ethics committee (through the Chairperson) at the end of the Project or as may be requested by the ethics committee
4. The ethics committee retains the right to:
 - i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - ii) Request for an ethical compliance report at any point during the course of the research.

The ethics committee wishes you the best in your research.

A handwritten signature in black ink, appearing to read 'T.W. Shumba', is written above a horizontal line.

Dr T.W. Shumba (Chairperson, Ethics Committee)

A handwritten signature in black ink, appearing to read 'Davis Mumbengegwi', is written above a horizontal line.

Prof. Davis Mumbengegwi (Head, Multidisciplinary Research)

APPENDIX B

Permission letters for research instruments



Kristina Holmgren <kristina.holmgren@neuro.gu.se>

to me ▾

Aug 25, 2022, 11:57 AM ☆ ↶

You are welcome to use the Work Stress Questionnaire (WSQ) in your thesis as long as you make references to our published papers.

How to interpret WSQ you find in the different references and in the manual.

References:

1. Frantz A, Holmgren K. The Work Stress Questionnaire (WSQ) – Reliability and Face Validity among Male Workers. *BMC Public Health* 2019 19:1580
2. Holmgren K, Fjallstrom Lundgren M, Hensing G. Early identification of work-related stress predicted sickness absence in employed women with musculoskeletal or mental disorders. A prospective, longitudinal study in a primary health care setting. *Disabil Rehabil* 2013 Mar;35(5):418-26.
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5. Holmgren K, Dahlin Ivanoff S. Women on sickness absence--views of possibilities and obstacles for returning to work. A focus group study. *Disabil Rehabil* 2004;26(4):213-2.

All the best,

Kristina Holmgren, professor

Department of Health and Rehabilitation

Institute of Neuroscience and Physiology

Sahlgrenska Academy

University of Gothenburg

Box 455



Ludmila Dudášová <lud.dudasova@gmail.com>

to me ▾

Mar 15, 2023, 12:26 PM ☆ ↶ ⋮

Dear Ogone,

thank you for your interest in PsyCap.
Use the [scale](#) and enjoy your research!
Kind regards, Ludmila



Neobsahuje žádné viry www.avast.com

st 15. 3. 2023 v 11:25 odesílatel Ogone Basiamang <ogonebasiamang7@gmail.com> napsal:



May, Douglas R

to me, Douglas, Annelisa ▾

Mon, Mar 20, 1:03 PM ☆ ↶

Ogone,

You have my permission to use the **supervisor** relations scale items. Good luck in your research!

Douglas

.....
Douglas R. May

Professor Emeritus

Positive Organizational Scholarship
and Business Ethics

The University of Kansas

1654 Naismith Drive, CFH #4137

Lawrence, KS 66045

Sent from my Samsung Galaxy smartphone.



APPENDIX C

Language editor confirmation letter

CONFIRMATION BY LANGUAGE EDITOR

Penelope Tapiwa Midzi-Jenya

Email: midzipenelopet@gmail.com

Honours English & Clinical Psychology, M.A; English Studies, Ph.D.: English

10 December 2023

To whom it may concern

This serves to confirm that I have edited the language, grammar and style of the Master's thesis by Ogone Basiamang, entitled: An investigation on the role of secondary school teachers' psychological capital and perceived supervisor support on job stress, in Windhoek, Namibia.

Yours sincerely

Dr. P. Midzi-Jenya



Language editor confirmation letter 2

5 March 2024

To whom it may concern

RE: Thesis Language Editing – Ms Ogone Basiamang

This letter serves to confirm that the thesis entitled, **An investigation on the role of secondary school teachers' psychological capital and perceived supervisor support on job stress, in Windhoek, Namibia** by **Ogone Basiamang** was submitted to me for language editing.

The thesis was professionally language edited, and track changes and suggestions were made. Changes and suggestions made relate to aspects of language use including: grammar, spelling, punctuation, sentence structure, diction, coherence and cohesion. The research content and the author's intentions were not altered during the editing process, and the author(s) has/have the authority to accept or reject my suggestions.

Yours faithfully,



Dr. Selma Ashikuti

Email: ashikutisn@gmail.com

PhD in Education: Language Policy and Planning (Reading University, UK)

M.A. in Teaching English to Speakers of Other Languages (TESOL) (State University of New York, Stony Brook, USA)

B.A. in English and French (University of Namibia)

APPENDIX D

Permission Letters from Ministry of Education Arts and Culture



REPUBLIC OF NAMIBIA

KHOMAS REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Tel: [09 264 61] 293 4356

Fax: [09 264 61] 231 367/248 251

Enquires: Mr Paulus D. Nghikembua

Private Bag 13236
WINDHOEK

18 June 2023

P. O. Box 50539
Windhoek
Namibia

For Attention: Ms Ogone Basiamang

REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH WITHIN SELECTED SECONDARY SCHOOLS IN WINDHOEK, KHOMAS REGION

Your letter dated 19 July 2023 on the above topic is hereby acknowledged.

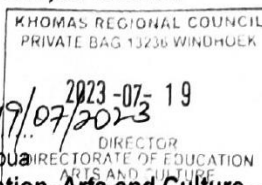
Permission is hereby granted to you to conduct academic research on "*Investigating the role of secondary school teachers' psychological capital and perceived supervisor support on job stress*" at Concordia College, Hochland High School, Jan Jonker Afrikaner High School, Goreangab Secondary School, Immanuel Shifidi Secondary School, Augustineum Secondary School, Khomas High School, Academia Secondary School, Rocky Crest High School, Eldorado Secondary School, Cosmos High School, Hage Geingob Secondary School, Windhoek Technical High School, A. Shipena Secondary School, Acacia High School, Ella Du Plessis High School and Khomastura High School in Khomas Region under the following conditions:

- ❖ The Principal of the selected school to be visited must be contacted in advance and agreement should be reached between you and the Principal.
- ❖ The school programme should not be interrupted.
- ❖ The teachers and students who will take part in this exercise will do so voluntarily.
- ❖ The Directorate of Education, Arts and Culture should be provided with a copy of your thesis/ findings.
- ❖ Contact Private Schools on your own merits.

We wish you success in your research.

Yours sincerely

Paulus D. Nghikembua
Director of Education, Arts and Culture





REPUBLIC OF NAMIBIA

KHOMAS REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Tel: [09 264 61] 293 4356
Fax: [09 264 61] 231 367/248 251
Enquires: Mr Paulus D. Nghikembua

Private Bag 13236
WINDHOEK

18 June 2023

P. O. Box 50539
Windhoek
Namibia

For Attention: Ms Ogone Basiamang

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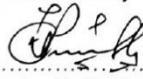
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- ❖ The Directorate of Education, Arts and Culture should be provided with a copy of your thesis/ findings.
- ❖ Contact Private Schools on your own merits.

We wish you success in your research.

Yours sincerely


 Paulus D. Nghikembua
 Director of Education, Arts and Culture

KHOMAS REGIONAL COUNCIL
 PRIVATE BAG 13236 WINDHOEK
 2023-07-19
 DIRECTOR
 DIRECTORATE OF EDUCATION
 ARTS AND CULTURE



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Enquiries: Mr. N. Eiman
Tel: +264 61-293 3202
Fax: +264 61-293 3922
Email: nickeyeiman@gmail.com
File no: 13/2/9/1

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

Ogone Basiamang
Private Bag:13301
Windhoek
Namibia
Email Address: ogonebasiamang7@gmail.com

Dear Ms Basiamang,

SUBJECT: PERMISSION TO CONDUCT ACADEMIC RESEARCH IN KHOMAS REGION

The Ministry wishes to acknowledge receipt of your letter dated 16 June 2023 seeking for permission to conduct academic research in the Khomas region for your Master of Arts in Industrial Psychology which is focusing on: "*The Role of Secondary School Teacher's Psychological Capital and Perceived Supervisor Support on Job Stress in Windhoek, Khomas Region.*"

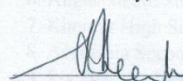
Permission has been granted to you. However, you have to seek for further clearance from the Regional Director of Education, Arts and Culture of the Khomas Region and to ensure that:

- staff members' normal work is not disrupted during your interviews,
- participation is voluntary.

Furthermore, you are kindly requested to share your research findings with the Ministry after completion of the research project. You may contact Mr N. Eiman on the above provided contacts at the Directorate: Programmes and Quality Assurance (PQA) for submission of your research findings at the above indicated details.

We wish you the best in conducting your research and the Ministry looks forward to hearing from you upon completion of your studies.

Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR



All official correspondence must be addressed to the Executive Director

Page 1 of 1



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Enquiries: Mr. N. Eiman
Tel: +264 61 -293 3202
Fax: +264 61- 293 3922
Email: nickeyeiman@gmail.com
File no: 13/2/9/1

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
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Ogone Basiamang
Private Bag:13301
Windhoek
Namibia
Email Address: ogonebasiamang7@gmail.com

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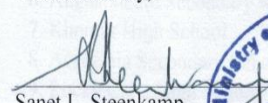
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Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR



All official correspondence must be addressed to the Executive Director

Page 1 of 1

