An analysis of the relationship between psychosocial safety climate and the work-school-interface for non-traditional students in South Africa.

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APRKEL001

A dissertation submitted in partial fulfilment of the requirements of the award of the degree of Master of Philosophy in People Management.

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2021

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ACKNOWLEDGEMENTS

I acknowledge with gratitude my supervisor, Prof. Suki Goodman for her expert guidance, advice and unwavering support throughout this process. Her encouragement and understanding saw me through some tough times and I deeply appreciate the fact that she graciously made herself accessible to me during a year which must have been difficult for her too.

My appreciation extends to Anneli Harding and Saskia Diem for all your help, guidance and kind patience.

Thank you to everyone who took the time to participate in my study.

I am further indebted to my very large and crazy family, and close friends for all their love and support during my studies.

Finally, but most importantly to my husband Njoroge, who believes in me when I struggle to believe in myself, and my daughter Sophia, who is the best cheerleader one could ever ask for.

Sincerely
Kelly April

DECLARATION

I hereby declare that, *An analysis of the relationship between psychosocial safety climate and the work-school-interface for non-traditional students in South Africa*, is my own work, that it has not been submitted before for any degree or examination in any other university. All the sources I have used or quoted have, to the best of my knowledge, been indicated and acknowledged as complete references.

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Date: 15 March 2021

Signed: Signed by candidate

ABSTRACT

The growth of a country's economy is highly dependent on the levels of skills available in that country. South Africa has a stark shortage of skilled individuals due to an inadequate and failing education system (Horwitz, 2013). As a response to this problem the South African government actively incentivises organisations to develop the skillset of their employees in order to build a strong economy, improve job creation and promote social development (Department of Higher Education and Training, 2019). It is therefore important that all stakeholders involved yield a return on this investment.

It is also a global phenomenon that an increasing number of fulltime employees are also engaging in formal further studies due to the rapid changes in the labour market. For example, advancements in technology have had a major impact on traditional business models and the roles, and skills needed. These employees are referred to as non-traditional students and are the subject of this study.

Research shows that trying to manage both work and school simultaneously can cause psychological strain for non-traditional students (Adebayo et al., 2008). The psychosocial safety climate (PSC) is an emerging construct which refers to the shared perceptions regarding policies, practices and procedures designed to protect the psychological health of employees (Dollard et al., 2012).

This study builds on existing research in the work - school interface by investigating its application within the South African context. Participants in this research (n=127), comprised of non-traditional students (n=40) and employees who are not engaged in further studies (n=87). Correlation analysis demonstrated that PSC had a positive relationship with work school facilitation (WSF) and a negative relationship with work school conflict (WSC). It was further confirmed that job control (JC) mediated the relationship between PSC and WSF and that PSC mediated the relationship between JC and WSF. These findings show that PSC is an antecedent to the work school interface in that it promotes the positive outcomes of studying while working (work school facilitation). It further demonstrates that PSC also reduces the negative outcomes (work school conflict). This study confirmed that the working environment plays a crucial role in the work school interface and introduces PSC as a construct South African organisations should be concerned with and make a priority, based on the resources it provides employees, more especially their non-traditional students. This study's findings will add to the existing body of research and provide practical insights for enhancing the PSC application within South African organisations who have non-traditional students.

KEYWORDS:

Non-traditional students, Psychosocial Safety Climate, Work School Conflict, Work School Facilitation, Job Control, Psychological Job Demands, Resilience, PSC 12, BRS (Brief Resilience Scale), JCQ (Job Content Questionnaire), ERIQ (Effort Reward Imbalance Questionnaire)

TABLE OF CONTENTS

An Analysis of the Relationship between Psychosocial Safety Climate and the Work-School Interface for non-traditional students in South Africa.

1. CHAPTER 1: BACKGROUND TO THIS STUDY

1.1. Introduction

The purpose of this study is to determine the extent of the relationship between perceived psychosocial safety climate (PSC) and the work-school-interface for non-traditional students in South Africa. Non-traditional students are students who work on a fulltime basis and thus identify primarily as employees, and who also have further cumulative responsibilities (Adebayo et al., 2008). Balancing work, family and studies at the same time can exert significant pressure on employees. This can negatively affect their work, studies, team performance and psychological health (Butler, 2007 ; Wyland et al., 2013).

The study seeks to explore and make suggestions regarding the policies and practices that employers could adopt to increase the possible positive outcomes associated with working and studying. Skills development in South Africa provide several positive externalities which benefit not only the business ecosystem, but the country's economic growth and society at large (Department of Higher Education and Training, 2019; Triple E Training, 2018).

The financial services (FS) sector in South Africa is considered to have one of the fastest growing financial technology (FinTech) markets in the world despite the stagnating economy. Research shows that a lack of relevant skills is hindering the progress of South Africa's fastest growing sectors. In 2019, Price Waterhouse Cooper (PWC) published a report which stated that 54% of (FS) chief executives surveyed expressed the concern that a shortage of relevant skills, prohibited their organisation's progress. FS organisations are compelled to change, in order to survive threat of new digitally enabled competition (PWC, 2019). Therefore, the upskilling and reskilling of their human capital would be imperative to remain relevant and competitive (PWC, 2019). This study seeks to understands what conditions FS organisations would need to be sure to implement to support employees who study further.

The study aims to add to the existing body of knowledge on the organisational resources which support non-traditional students to achieve success both academically and within the workplace. The experiences of non-traditional students are important to consider. Non-traditional students are at higher

risk of role conflict and yet also are active members in the workforce. This means that the skills they acquire through their studies are likely to have a more immediate impact in the organisations for which they work.

1.2. Rationale for further investigating the Work-School Interface

Developing additional knowledge and new skills is known to support an organisation's level of innovation and competitive advantage in the marketplace. Furthermore, a country's ability to develop skills effectively bolster its economy (OECD, 2019). There are many reasons why employees choose to study while working. These reasons span job mobility to a complete change in one's career.

The nature of work and skills required have experienced a rapid change due to the extensive changes in technology and the impact it has and continues to have on many jobs and occupations. The increase in individuals studying and working in South Africa is evidenced by the rapid growth of distance learning through the University of South Africa (Department of Higher Education and Training, 2019). The success rate, however, for distance learning enrolments in 2016 was considerably lower at 67.6% than that of contact universities 83%. It is important to investigate how organisations could support distance learning, as this is an effective way of individuals who work and study to be able to enhance their skills set (Department of Higher Education and Training, 2019).

Furthermore, in the financial services sector, certain post graduate professional qualifications such as the Chartered Accountant (SA), Chartered Financial Analyst (CFA), Chartered Institute of Management Accountants (CIMA) and Fellow of the Actuarial Society of South Africa (FASSA) are normally undertaken or require a combination of study and work (The South African institute of Chartered Accountants , 2021; CFA Society South Africa, 2019; SACOB, 2018; Actuarial Society of South Africa, 2017). These postgraduate professional qualifications are sought-after by financial services organisations as it improves the confidence clients have in their abilities. It is therefore important that these organisations support non-traditional students in obtaining these core / critical skills.

An additional consideration, which is unique to South Africa, is the pre-independence segregationist policies of the political regime of apartheid. These policies historically prohibited many young adults from furthering their studies post school (OECD, 2019; Arora & Ricci, 2006). The impact the injustice of the previous regime has had on those oppressed by it and the economy, is a contributing factor as to why South Africa has one of the highest unemployment rates and has the most unequal society in

the world (Arora & Ricci, 2006). Restricting majority of the population from developing relevant and required skills, as organisations moved from labour intensive activities to capital intensive activities further exacerbated the unemployment levels within South Africa. Unemployment is consistently and vastly higher for black South Africans that that of white South Africans. In quarter two of 2020, the unemployment rate for black South Africans stood at 46.3% compared to that of white South Africans which was 14.3% (Department: Statistics South Africa , 2021). South Africa's education system has not been able to meet the needs of its people and further intensifies the lack of skills in the country, unemployment and inequality (OECD, 2019). Investment in skills development has clear positive impact on the labour market outcomes in South Africa (OECD, 2019). The unemployment rate of South Africa during April and June 2021 was at its historical highest this being 34.4%. However, the biggest impact on unemployment comes from obtaining a higher education degree (Department: Statistics South Africa , 2021). Of the total unemployed (34.4%), graduates made up 2.4%, compared to grade 12 holders which accounted for 38% (Department: Statistics South Africa , 2021). The combination of low educational acquisition, poor quality of education and low or limited participation in lifelong learning increases the likelihood of substantial skills imbalances. South Africa continues to face shortages of skills in certain key areas and many South Africans work in jobs that do not match their level of field of qualification. To redress this injustice and to improve the economy of the country, the South African government incentivises organisations to invest in the skills development of their employees, more especially those oppressed by the previous regime to address the levels of inequality and unemployment experienced in South Africa (Department of Higher Education and Training, 2018).

From a global perspective, there has been a notable increase in employees who study (Creed et al., 2015). Moreover, extensive research indicates that studying while working may lead to negative outcomes including poor academic engagement, poor academic outcomes, high turnover intentions from study and poor employee wellbeing (Creed et al., 2015; Adebayo et al., 2008). Research also indicates that working while studying may result in positive outcomes for employees such as improved job mobility, improved interpersonal skills, increased personal professional networks, and enhanced time management skills (Butler, 2007 ; Wyland et al., 2013).

Established family-work conflict scholars, Frone, Russell and Cooper (1992) and Greenhaus and Beutell (1985), agree that individuals have limited resources such as time and energy, and more recently Allen et al (2000), Holmes et al. (2012) have provided evidence of the potential detrimental

effects of multiple role pressure. However, there seems to be limited published research on the experience of family-work conflict in South Africa. For example, one study published in South Africa by Jaga and Bagraim (2017) was on the experience of work-family conflict of South African Hindu mothers. They found that these women experienced pressure related to their need to fulfill their familial, social and work roles. Their findings showed that the multiple demands depleted their time and energy resources further demonstrating the detrimental effect multiple role conflict can have on individuals. To describe the interplay and conflict experienced by multiple role management, we should consider how one role (such as being a parent) could interfere with another role (such as being an employee), as well as how conflict develops because both roles pull on the limited resources of an individual. Thus, ensuring that resources are replenished is essential as multiple roles conflict could interfere with the employee's ability to function optimally in both or all roles (Wyland et al., 2013). This study seeks to explore or make suggestions regarding policies and practices which employers could adopt to buffer employees from the negative psychological outcomes associated with work and studying. Taking on the role of student, in addition to be a spouse, employee and parent could further reduce an individual's resources and deter them from furthering studies which would adversely impact the skills development within an organisation.

In contrast, Marks (1977) and Sieber (1974) suggest that multiple role management is not always detrimental and that it can also benefit employees (Wyland et al., 2013). For example, if a mother improves her position in the organisation through furthering her studies, it could result in increased self-efficacy, which could improve her performance at work. As a result of this, she could be promoted and reap financial gains which could help her improve her family life.

Thus, increasing the need for organisations to understand the dynamics of working and studying and implement policies and processes which support the positive outcomes of working and studying for employees. Many scholars have highlighted the importance of understanding and identifying what support employers need to provide non-traditional students to protect them from the negative experiences of working and studying (Calderwood & Gabriel, 2017; Creed et al., 2015; Owen et al., 2018; Wyland et al., 2013). The high levels of inequality and unemployment in South Africa, especially in skilled occupations make it imperative for organisations to understand both the positive and negative experiences of employees who study in order to ensure the sustainability of their business through skilled employees (Horwitz, 2013; OECD, 2019).

This study is further relevant due to the current global pandemic caused by the Novel Coronavirus of 2019 (COVID-19) and related national lockdown which is likely to cause further stress and anxiety to non-traditional students. The national lockdown due to COVID-19 has increased the number of roles or responsibilities needing to be fulfilled by South African employees. In general, the national lockdown has forced many employees to learn to adjust to working from home. Firstly, it led to additional pressures of multiple roles which otherwise may have been managed by others prior to lockdown. Additional roles such as housekeeping, homeschooling and caring for family members who contracted the virus. In addition, they have had to adjust to dealing with the additional pressure of staying connected with their team members and / or managing the fear of contracting the virus at work (if they were deemed to be essential service employees). Secondly, many employees are experiencing financial difficulties due to reduced pay or possible retrenchments because of the restricted business environment. Students including non-traditional students, have the additional challenge of online learning and related data costs. It is reasonable to expect that the anxiety and stress experienced by all employees in South Africa due to COVID-19 would be intensified for employees who are also studying thereby causing a potential adverse impact on their studies. This further demonstrates that it is ever more pressing today for organisations to create working environments where employees perceive a high level of psychosocial support to help them manage stress and anxiety so they can perform at their best.

Furthermore, the world post COVID-19 will require organisations to be agile, resilient, and sustainable. The pandemic has taught many valuable lessons, most importantly that organisations have become acutely aware of the need to be adaptable. The future of work has arrived faster than anticipated and remote work or hybrid working systems will be more the norm than the exception. Hybrid working systems in and of themselves will require adjustments and adaptability. Furthermore, with companies increasingly relying on an on-demand workforce, it reinforces the need to reinvent current operating models with upskilling and reskilling being a priority. Organisations capable of running agile models and able to reinvent, innovate and increase performance rapidly will be the survivors (De Smet et al., 2020). In order to do so, employees' ability to learn and develop new skills will need to be improved. Organisations' recognise that the pace and scale of learning must keep up with that of innovation and technology use, as skills can and do expire (De Smet et al., 2020). Organisations will need people who can continually learn and adapt. This may put additional pressure on employees who may have experienced immense psychological strain due to COVID. It is therefore critical for organisations to

understand what psychosocial support would be required to assist employees in performing to their best at work, while also seeking ways to improve and increase their skills. Therefore, research on the PSC of South African organisations and the impact of PSC on non-traditional students could add new and interesting insight into the relationship between PSC and the work-school interface.

In the next chapter, relevant studies in the field will be looked at in more detail, highlighting the relevant arguments from both local and international studies on the work-school-interface and its impact on non-traditional students. The importance of the South African context and target market is discussed before delving into the theoretical framework related to the variables work school conflict, work school facilitation. Existing literature related to the relationship between job demand, and job resources and the work-school-interface is explained. Additionally, we consider the theoretical integrated model of work school conflict and work school facilitation as proposed by Owen et al. (2018).

2. CHAPTER 2: LITERATURE REVIEW

2.1. Working and Studying

Research in this field has been explored to identify and understand the factors that influence work school conflict (WSC) and/or work school facilitation (WSF). It is therefore crucial to understand whether there is a relationship between perceived PSC in the workplace and WSF. It is important for organisation's to know how to capitalise on WSF since it can lead to a higher probability of successful outcomes for the employees who study, the organisation, academic institutions, the community and the economy at large (Creed, French, & Hood , 2015). This section explores the importance of conducting the study in the South Africa, and why this adds value to the existing research. It also describes the relevance of non-traditional students who identify as employees primarily, as opposed to undergraduate students fulfilling part-time work.

2.1.1. The importance of the South African context

Much of the existing research on the work school interface has been conducted in the developed economies. For example, Calderwood and Gabriel (2017) conducted research among a large group of undergraduate students at an urban South Eastern university in the United States of American (USA). Wyland et al. (2013) focused their research on students involved in post graduate studies in a Midwestern university in the USA. Similarly, Laughman et al. (2016) conducted research amongst students from two Midwestern universities. Though valuable, research in South Africa is predicted to yield different results due to the different societal, cultural and economic dynamics it has as a developing economy versus a developed economy such as the USA.

In describing the South African context it must be noted that the country faces many challenges including low economic growth, political uncertainty, weak governance, corruption, high levels of inequality, high levels of unemployment, poor quality infrastructure, crime and substance abuse, gender-based violence, mass retrenchments, a failing education system, and more recently the impact of COVID-2019 (South African Government, 2021). With South Africa's large population of working students and the changing nature of work, it would be beneficial to understand the WSF dynamics given the resultant positive outcomes found in the body of research outside of South Africa (Department of Higher Education and Training, 2019).

Some studies in Africa, such as Adebayo et al. (2008) provides insightful research of the experience and wellbeing of non-traditional students in Nigeria. Of a total of 141 postgraduate students, 59.6% of the participants were non-traditional students, of which 79.4% had fulltime jobs. Their study used a hierarchical multiple regression analysis and found empirical evidence that working, and studying were negatively related to subjective wellbeing and positively related to work-school conflict. Although both South Africa and Nigeria are considered developing economies on the African continent the experience of their employees could be vastly different due to very different labour practices. For example, the provision of study leave is not common practice in Nigeria but is in South Africa (Adebayoet al., 2008). To date, there is limited published research on the experience of non-traditional students that has been conducted with a South African perspective, this research will add value by focusing on non-traditional students in South Africa.

Furthermore, no published studies or research on the PSC within South African organisations was found on the online journal databases available to the researcher. Majority of the research on PSC referenced in this study relates to studies conducted in Australia or Malaysia (Dollard et al., 2012; Idris & Dollard, 2011; Taylor et al., 2019).

2.1.2.Importance of target population

The majority of the existing research related to the work-study interface has been focused on undergraduate students who work part-time, specifically on how having a part-time job impacts their academic outcomes (Calderwood & Gabriel, 2017; Laughman et al., 2016; Wyland et al., 2013). Non-traditional students are likely to have dependents to whom their work is of great importance, in terms of their livelihood. Non-traditional students may comprise of adults who have experienced a delay in starting their studies, adults seeking new skills by furthering their studies, or a combination of both (Machin et al., 2019). Thus, the two situations are considerably distinct.

Interestingly, two published articles provided contrasting findings from research conducted on undergraduate students. Calderwood and Gabriel (2017) stated that they could not find sufficient evidence of a relationship between work school conflict for undergraduate students (fulfilling part-time jobs) and task performance as rated by their supervisors, this was contrary to what they expected.

Laughman et al. (2016), who also conducted research on undergraduate students, found that WSC was negatively related to job satisfaction and positively related to burnout and turnover intentions which they

had predicted. They further claimed that theirs was the first study which showed that students' experience stress when their resources are depleted when trying to manage multiple roles.

Similarly, Wyland et al. (2013) conducted research on a group of MBA students who were all employed. Their research showed evidence of a negative relationship between studying and working and job performance. The areas of performance which Wyland et al., (2013) found was impacted by WSC for these students included job dedication, task performance and interpersonal relationships within the workplace. Wyland et al. (2013) had focused their research on students completing master's degrees as opposed to undergraduate students, as they stated that MBA students often enrol in order to advance their careers within their organisations. They surmised that a relationship between school involvement and WSC was found to exist because postgraduate students were likely to be more vulnerable to the pressure of fulfilling multiple roles. In addition, they concluded that postgraduate students often have the additional pressure of successfully completing their studies at first attempt in order to have their full tuition reimbursed by their organisation.

Their finding on tuition reimbursement is relevant to this study as many South African organisations provide funding for academic tuition with a certain condition. The basis of the funding is often a work back obligation on successful completion of the course of study. Should the employee not complete or if unsuccessful, the common practice is that a payback agreement is put in place for the funding to be reimbursed to the organisation. The importance of research focusing on postgraduate working students is evident as the pressure these non-traditional students experience is arguably greater than that of fulltime undergraduate students who may only work on a part-time basis.

2.2. Work School Interface

This study explores the work school interface, and includes two main constructs, namely; work school conflict (WSC) and work school facilitation (WSF). It is important to note that many scholars have used the terms, work study conflict and work study facilitation interchangeably with work school conflict and work school facilitation. For the purpose of this study, however, reference is made to work school conflict and work school facilitation as described by Butler (2007).

2.2.1. Work school conflict

WSC of an employee who is studying is defined by Butler (2007) as the experience when the responsibilities and demands of a job interfere with their ability to meet the demands and requirements

of their studies. Furthermore, the research conducted by Laughman et al. (2016) supported the initial findings of Markel and Frone (1998) which demonstrated a relationship between WSC and a student's poor health using the health erosion pathway, this demonstrated the negative consequences that can occur from WSC.

Bakker and Demerouti (2007) explains this concept by proposing that employees who study may choose to sacrifice their health in order to maintain standards both in the work and study domains. In a similar vein, Schaufeli and Bakker (2004) clarify that an employee's health erodes because WSC results in feelings of exhaustion and loneliness, a perceived increase in job demands and an insufficient number of job resources. Park and Sprung (2013) resolve that WSC is a stressor experienced by employees who study because WSC develops as a demand. Sufficient research exists to support the notion that WSC has negative implications for non-traditional students which should be mitigated in order to avoid harmful consequences.

The demanding nature of working and studying takes much resolve for non-traditional students to manage effectively as both roles can be equally taxing (Adebayo et al., 2008). It is important to understand the dynamics of WSC so that they can be avoided as the conflict experienced could lead to high turnover intentions from studies, poor grades (which could lead to feelings of inadequacy) and, disengagement from role, team and or organisation (Owen et al., 2018). If these negative perceptions of work and study are apparent to other employees, it may discourage them from taking on further studies while working, leading to a negative spiral effect in the organisation.

2.2.2.Work School Facilitation

There is less research on WSF than WSC and thus the outcomes of WSF are less well-known (Wyland et al., 2013). It is understood, however, that WSF drives positive outcomes both in the work and study domain (Butler, 2007). Butler (2007) defines work school facilitation as an employee's ability to advance their studies due to their ability to engage in it as a result of their employment. It is further explained that the positive result of studying while working, WSF, is brought about because of the conditions of the work environment (Butler, 2007). Manager's support, job control and work-study congruence have been found to be confirmed antecedents of WSF (Butler, 2007; Owen et al., 2018).

Non-traditional students who experience WSF therefore, also experience high levels of support, job-education congruence and a sense of role/job autonomy in their workplace (Owen et al., 2018). Butler

(2007) premised that high levels of WSF led to increased dedication, higher academic performance, satisfaction and better school planning, further demonstrating the positive outcomes of work school facilitation. As a result, non-traditional students could develop further skills which could lead to positive outcomes both within the study and work domains, leading to cumulation of positive outcomes for the organisation.

Moreover, research has shown a positive relationship between rewards for being students and WSF, revealing that WSF is evident if employees experience increased status or privileges due to being students (Creed et al., 2015). Research shows that there are many positive outcomes related to WSF which are beneficial to both the organisation and individual. This provides further argument that organisations need to understand what conditions result in employees (who are also studying) experiencing WSF.

2.3. Conservation of resources theory in relation to WSC and WSF

The principles of Conservation of Resources (COR) theory (Hobfall, 1989) helps to explain WSC and WSF (Owen et al., 2018; Wyland et al., 2016). The most crucial component of this theory is the scarcity perspective. Hobfall et al. (2018) states that people acquire resources and use them to recover resources lost through trauma and stress. Research on the spillover effects of domains, for example work and study, explain that resources are lost in the process of managing the responsibilities and duties from both domains (Nicklin et al., 2019). COR explains that work demands placed on an employee who study could deplete their limited resources of energy, time and effort, which then leads to WSC (Owen et al., 2018).

With WSC being considered a demand, evidence suggests that prolonged demands of WSC could eventually lead to job burnout (Laughman et al., 2016). The principles of COR theory explains that employees who lose resources easily or who are not able to redeem resources effectively are more likely to experience psychological strain which could result in job burnout (Pu et al., 2017). Job burnout is comprised of three dimensions, emotional exhaustion, cynicism and reduced professional efficacy (Pu et al., 2017). Job burnout in the same way as WSC does, is a demand and has the potential to affect the psychological health of employees and result in social and behavioural problems (Pu et al., 2017). These behavioural problems could then lead to the deterioration of interpersonal relationships in the organisation (Pu et al.,2017; Wyland et al., 2016). If the possibility exists that WSC could lead to

job burnout over sustained periods and result in adverse psychological and behavioural effects, there is clear reasoning as to why it should be prevented.

Schaufeli and Bakker (2004) described burnout as a state of mental weariness, confirming its negative impact on employee well-being. A study conducted by SADAG found that 40% of respondents who reported mental illness reported that it was as a result of work-related stress, depression, burnout and anxiety (Stander et al., 2016). The same study also found that companies could lose up to 18 days of productivity per year per employee due to mental illness (Stander et al., 2016). Considering the conditions that many South African employees face, it further confirms the value for organisations to understand what support employees would need in order to experience less stress, improve team cohesion and productivity, levels of innovation and the organisation's competitive advantage.

Work, in sectors like the financial services is complex and demanding, requiring a high degree of structure, engagement, detail orientation, accuracy, client centricity, risk focused and timeliness. The work entails high levels of interdependencies and collaboration internally, and engagement within an operating environment which is in constant change. Under these circumstances, WSC could result in elevated levels of risk and reputational damage to the organisation. The value of this research is to provide suggestions to organisations and policy makers on how they can improve conditions for employees who are studying considering the consequences of stress and burnout, which could be caused or heightened by WSC. The study also seeks to identify what resources could be provided to promote the positive outcomes for employees who study and encourage others to engage in studies in order to foster a culture of continuous learning and innovation in the workplace. It is, furthermore, crucial to society at large that employees who are actively trying to improve their skillset, be supported, as their efforts increase the rate of skills development necessary for economic growth and social development in the country. This creates positive externalities within the country and the sector and ultimately creates a greater pool of talented employees, which can only be positive for South Africa as a whole.

A further premise of the COR theory states that acquiring resources could result in a gain spiral, and the loss in resources could cause a loss spiral (Hobfall et al., 2018). Hobfall et al. (2018) posit that resource loss is more powerful than resource gain as resource gain has less momentum and less magnitude than resource loss. They found that a spiral relationship exists for job demands and job resources. This is intuitively sound since most organisations usually focus on limiting risk and

maximising profits, which may be at the expense of resource gains which could generate a positive working environment for employees. If the theory of spiraling holds true, the potential negative consequences of WSC should be of pressing concern for many organisations as the negative consequences may be multiplied or amplified very quickly.

The effort-recovery model found that individuals can recover from the exertion of effort over a short period, but prolonged periods of effort exertion are more difficult to come back from as greater recovery times are required (Wyland et al. 2013). This can then have a protracted negative impact on performance (Wyland et al., 2013; Geurts et al., 2003). Wylands et al., (2013) surmised that academic studies are usually twelve months or longer, employees therefore may perceive WSC for prolonged periods of time, which can then lead to lower levels of work and academic performance. Wylands et al., (2013) cautioned that it is critical for employers to take steps to minimise WSC as employees who experience it could also damage interpersonal relationships with colleagues due to stress and exhaustion. Consequently, this would have a detrimental effect on organisational functions such a collaboration, teaming, and networking, as it takes time to mend strained relationships (Edmondson, 2018).

Conversely, resource gains have buffering effect. As explained by the COR theory, stressors which cause a loss of resources may not be as adversely impactful on non-traditional students as they are able to draw upon resources developed elsewhere (Nicklin et al., 2019). Furthermore, resource gains fostered through the experience of WSF such as skills, self-efficacy, determination and flexibility could lead to further resource gains in the form of career advancements, innovation and financial gains which could then spiral over into their role as parent or provider (Hakanen et al., 2008). This further builds the case for why organisations should not just be avoiding WSC but understand and create the environment which fosters WSF.

Drawing on the equity theory (Adams, 1963), Wyland et al. (2013) suggests that employees compare the pressures that they are under to the pressures of their peers. Should they feel that the pressure they experience is greater than that of their colleagues, they are likely to care less about being supportive or assisting their peers which means that WSC is likely to have an adverse impact on their interpersonal skills and relationships (Wyland et al., 2013). Their research contributed empirical evidence confirming the negative relationship between WSC and interpersonal skills. They caution that the negative impact of WSC on interpersonal skills could have long-term effects, as mending

relationships take time. These long-term effects of WSC therefore emphasizes the need for research to further understand this phenomenon due to its possible dire consequences.

Importantly, based on the theory of COR it stands to reason that when organisations provide resources to employees it could result in further organisational resources being developed. The organisational resources developed could include resources such as engagement, collaboration, teamwork, innovation and agile employees which in a dynamic and everchanging work environment will help maintain the organisation's relevance and success.

2.4. Job Resources and Job Demands in relation to WSC and WSF

2.4.1. Job Resources

Bakker and Demerouti (2007) define job resources as health-protecting aspects of a job which could be physical, psychological, social, or organisational. These resources assist employees in achieving their performance goals at work, help eliminate unhealthy stress (both physically and psychologically) due to job demands and are factors that encourage personal growth, continuous learning and development (Bakker & Demerouti, 2007).

Job resources can improve an employee's experience of study Butler (2007) posits that individuals who have resources in one role can add value to another role. Research suggest that engaging in multiple roles can provide benefits to employees in the form of energy, engagement and positive well-being (Nicklin et al., 2019; Creed et al. , 2015; Wyland et al., 2016; Calderwood & Gabriel, 2017). For example, an employee who is actively engaged in studying project management, could improve their effectiveness in completing high value projects in the workplace. The employee is then likely to be recognised by their employer as a high performer and consequently experience a sense of achievement and accomplishment perhaps encouraging others within the organisation to consider developing a new skill or to upskill their current skill set. The employee may even gain stature or privilege due to a work promotion, which could be of value to their family. In addition, this may mean that these new skills and confidence they have developed could assist with the successful implementation of a community project they are involved in. Here again, a compelling case is created for developing a culture of continuous learning and supporting employees who study.

2.4.2.Job Demands

Job demands are defined as efforts, both physical and psychological, that need to be sustained for substantial lengths of time in order to meet the desired job outcomes (Bakker et al., 2003; Owen et al., 2018). These sustained demands can cause the deterioration of an employee's health and well-being, which can result in increased absenteeism, high turnover and increased interpersonal conflict (Calderwood & Gabriel, 2017; Owen et al., 2018; Wyland et al., 2013). Job demands therefore can have negative consequences for both the individual and the organisation if they are not managed in the long-term.

McNall and Michel (2017) found that the damage on psychological health caused by job demands are symptoms of burnout and can be related to work-study conflict. Their premise is based on the idea that within the work study interface, both roles exert demands on the employee (McNall & Michel, 2017). Additionally, demands of one role can also deplete the resources of another role, a sentiment that is demonstrated through the depletion model by Buda and Lenaghan (2005) and Lenaghan and Sengupta (2007). As burnout has shown to impair cognitive ability and to have negative consequence on performance, it provides no benefit to the individual or organisation and needs to be mitigated.

Calderwood and Gabriel (2017) argue that demands do not always have negative consequences and that growth-promoting demands such as challenge stressors need to be contemplated. Growth-promoting demands could be effective in creating positive outcomes related to the work study interface and the organisation. For example, the automation of client reporting processes within financial service organisations, could necessitate the need for client reporting employees, generally accountants, to learn coding skills which otherwise would not have been necessary in these roles. For some, this change may initially create uncertainty and anxiety but as they develop the skills, they are now able to do more in less time. With the additional time and energy, they could develop further skills or add value in other areas of their role or business, as well as have a new career path available to them.

2.4.2.1. Working hours as a job demand

Working hours are considered by researchers as an antecedent of WSC as time demands (extended hours spent working) impose restrictions on non-traditional student's ability to focus on their studies (Butler, 2007; Creed et al., 2015; Wyland et al., 2016). This confirms that poor working conditions (e.g. long working hours, unreasonable job requirements and poor management) result in non-traditional

students applying less time and energy to their studies. In organisations where non-traditional students experience low job resources and high job demands, WSC is likely to be experienced (Owen et al., 2018).

Creed et al. (2015) argued that work demands such as tight work deadlines, complex work tasks or hours worked were not directly associated with WSC. Similarly, they found that fewer hours worked, or simplistic work were not directly associated with higher levels of WSF. More so, when working hours were controlled for, it was found that employees who perceived their job to be demanding also perceived it as a hinderance to their studies (Creed et al.,2015). Thus, employee perception of organisational support and interest in their studies played a stronger role in the development of WSF than the actual hours worked (Creed et al., 2015). Evidently, research seems to indicate that if non-traditional students perceive their organisations as supportive, interested in their studies and invested in them successfully completing, they would also be more disposed to experience the positive outcomes of WSF.

2.4.2.2. Job control as a Job Resource

Job control according to Karasek and Theorell (1990) comprises of two components, the first being skills discretion. They describe skills discretion as an employee's opportunity to apply specific job skills when fulfilling their role. The second being decision authority, which again refers to an employee's opportunity to decide how the job is done. What is important to note is that both components of job control rely on the employee being given the opportunity to act on both skills' discretion and decision authority. Dollard et al. (2012) posits that when workers are faced with chronic demands and are not given the opportunity to feel in control of their jobs, this could lead to psychological strain. Thus, this highlights the importance of considering the entire work environment and not just work hours in order to fully understand the relationship between work study and WSC and WSF in its entirety.

Butler (2007) proposes the idea that it may not be the hours worked but the way that work is done which could have a more positive outcome within the work school interface. Specifically, research has found that job control was associated with less conflict for employees who study (Wyland et al., 2016). Research has expanded on this sentiment by stating that if an employee feels that their organisation supports them and is interested in their studies, this will correspond to lower levels of WSC even if they are working long hours on difficult tasks (Creed et al., 2015).

In a highly regulated industry, like financial services, employee discretion seems limited because of the risk focus and high levels of interdependencies between employees and teams (South African Government , 2017). Work does go through rigorous reviews by managers and other teams in order to avoid regulatory and reputational pitfalls. There are high levels of specialisation and job specificity to mitigate operational (internal) and market (external) risks. Employees may work according to a process document to guide their actions, but they are still expected to critically think about what they are doing and always ensure that the various risks are always considered. Therefore, while rigid processes and structures exist, they are just guidelines as to minimum requirements, and a certain level of discretion is needed from the employees, albeit from a risk mitigating point of view and irrespective of hierarchical authority levels.

2.5. Psychosocial safety climate (PSC) and the job demands-resources model

Hall et al. (2010) resolve that PSC is a construct based on the shared perception organisational policies, practices and procedures which promote psychological health and wellbeing in the workplace. It is further considered as a mechanism of minimising job demands and increasing job resources. The PSC comprises of four main aspects, the first being that organisational leaders promote the reduction or prevention of stress for employees. Secondly, they prioritise their employee's psychological wellbeing over productivity goals. Thirdly, they send out relevant, continuous and consistent messaging around health and safety in the workplace and fourthly ensure that the promotion of health and safety within the organisation is the responsibility of all within the business (Owen et al., 2018). Therefore, overall, PSC is focused on preventing stress and promoting positive psychological health for employees within an organisation and by doing so, it keeps destructive job demands at a bay and improves job resources.

PSC is the construct chosen to be explored in this study as it encapsulates organisational policy, practices and procedures that can mitigate or lessen a range of psychosocial risk factors such as reduce the amount of unhealthy stress experienced by employees, increase job control and improve employer support (Garrick et al., 2014). Exploring the impact of PSC on employees who study allows us to investigate what impact the PSC working environment has on the work school interface as suggested by Creed et al. (2015).

Idris et al., (2012) provided empirical evidence which demonstrated that PSC is a construct distinct from other related climate measures (i.e., physical safety climate, team psychological safety and perceived

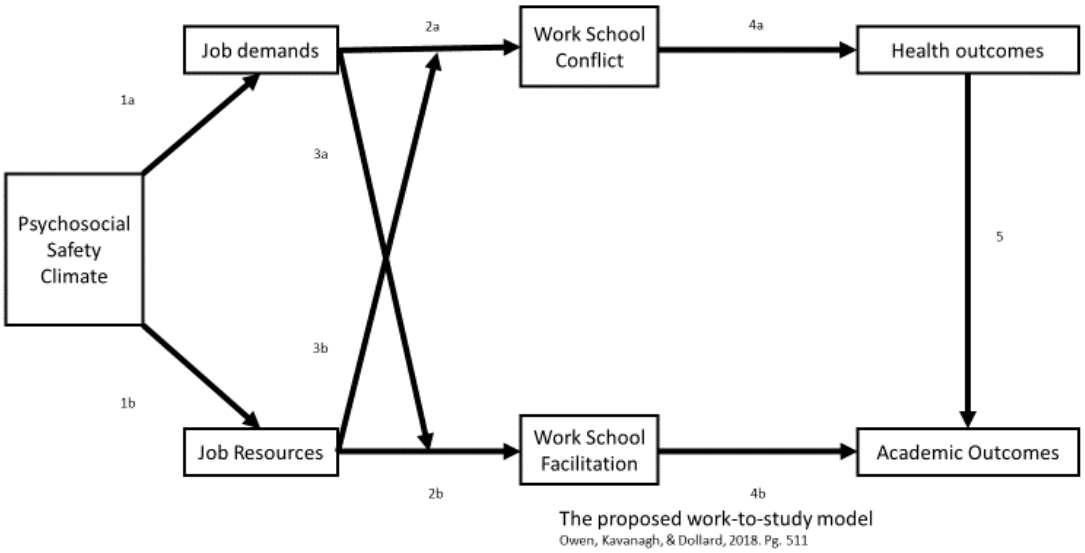
organisational support). Their research reported that firstly, PSC was superior to other team level climate measures in its negative relationship to both job demands and psychological health. Secondly, they confirmed a mediation process between PSC, job demands and psychological health problems. Thus, confirming PSC as a surpassing stress risk factor and a construct worth exploring for practical application (Idris et al., 2012).

Owen et al. (2018) (see Figure 1 below) provide a theoretical work-to-study model, citing the work of Dollard and Bakker (2010) on PSC and the findings of Bakker and Demerouti (2007) and Demerouti et al. (2001) on the extended Job Demands- Resources (JD- R) model. The JD-R model stipulates that all work can be defined as job demands or job resources (Bakker & Demerouti, 2007). According to their model, the level of PSC experienced in the workplace influences job demands and job resources which impact the work school interface and influence employee wellbeing and academic performance outcomes (Owen et al., 2018).

This study follows certain of the propositions proposed by the Owen et al. (2018) work-to-study model given below.

Figure 1:

The proposed work-to-study model



(Owen et al., 2018 Pg. 511)

Since PSC affects job demands and resources, one can reason that the work study interface could influence whether a non-traditional student, experiences WSC or WSF (Owen et al., 2018). As stated earlier, demands lead to health corrosion and WSC is considered a demand (Owen et al., 2018). On the other hand, Bakker and Demerouti (2007) and Demerouti et al. (2001) deem that the development of job resources can stimulate growth, learning and development for employees (Owen et al., 2018). Theory provides that PSC can influence job design for example (Dollard et al., 2012). Dollard et al. (2012) posit that if jobs are being designed according the principles of PSC, it would result in employees having the resources to be able to manage the psychological demands of their specific roles (Dollard et al., 2012). Thus, it is clearly important to ensure employees who study have the right combination of job demands and resources, in order to experience WSF instead of WSC.

2.6. Resilience

Energy, self-efficacy and resilience are personal resources which positive psychology studies premise to be of value and benefit as they can be transferred from one role to another (Nicklin et al., 2019). Luthans et al., (2004) discusses how psychological capital is significantly negatively correlated to job burnout. Pu et al. (2017) posits that if an employee developed coping abilities by drawing on their personal resources of psychological capital to handle challenges, they would be able to avoid job burnout, compared to individuals without these resources to draw on (Pu et al., 2017). Thus, confirming the importance of psychological capital in coping with job demands and avoiding burnout. While it is understood that personal psychological resources can be developed by an individual, it is reasoned that it can be further strengthened in an environment where high levels of PSC exist. Thus, highlighting the importance of the work environment in promoting psychological resources.

Calderwood and Gabriel (2017) argue that it is more effective for employees who study to develop self-efficacy considering that it can be done independently of the workplace and management. While this may be so, it seems reasonable that discipline and effort would be required of an employee to sustain high levels of self-efficacy in a poor working environment, which could be difficult adding additional strain. Whereas in an environment with high levels of PSC, the working environment could help strengthen this personal resource. Thus, a combination of developing both personal psychological resources and a high PSC environment seems to offer the most beneficial results.

Resilience is considered a personal psychological resource which can help students combat stress effectively as firstly this resource can be developed; and, secondly the student is primarily responsible for fostering and supporting these resources (Nicklin et al., 2019). Luthan et al., (2007) studied resilience as a subcomponent of psychological capital (PsyCap) and Karatepe and Karadas (2014) posits that Psycap can mitigate work family conflict (Nicklin et al., 2019). Further demonstrating the importance of a personal resource such as resilience, in coping with job demands.

As resilience could be a factor which could help decrease a demand like WSC, there may be evidence to show it could develop experiences of WSF. This study, therefore, also seeks to understand whether perceived PSC would impact the levels of resilience for non-traditional students and their experience of the work school interface. While resilience is predominantly built from within, it can be argued that the practices and policies of the organization and the social experiences experienced by specifically non-traditional students would assist to promote the development of resilience.

2.7. Psychosocial Safety Climate as an additional antecedent in the work school interface

The PSC construct provides a new perspective on the work-school interface. Owen et al. (2018) argue that high levels of perceived PSC should result in the reduction of WSC and increase WSF. Furthermore, they discuss what they feel are the limitations of previous research and propose that their work-to-study theoretical model considers how the working environments influence student's health, well-being and academic outcomes via two mediating constructs, work-study conflict and work-study facilitation (Owen et al., 2018). They further theorise that the workplace environment can have consequences in other domains of working students' lives such as their academic and health outcomes, via the work-study interface constructs (Owen et al., 2018). Additionally, they hypothesise that perceived PSC affects job demands and job resources in the workplace which in turn influence students' psychological and emotional health and academic outcomes via WSC and WSF (Owen et al., 2018). For the purpose of this research paper, we will not be replicating the theoretical model proposed by Owen et al. (2018) but will be testing certain propositions, specifically the impact of perceived PSC on job demands and job resources and the work school interface.

2.8. Research question

The objective of this study is to investigate to what extent a relationship between perceived PSC (the independent variable) and the work school interface (the dependent variables), exists.

What is the relationship between perceived PSC and the work-school-interface for non-traditional students in South Africa?

2.9. Research Hypotheses

Based on the literature review and identified research problem the following hypotheses for the quantitative study was devised.

Hypothesis No:	Hypotheses to be tested
Hypothesis 1	There is a negative relationship between perceived psychosocial safety climate and work school conflict.
Hypothesis 2	There is a positive relationship between perceived psychosocial safety climate and work school facilitation.
Hypothesis 3	There is a positive relationship between perceived psychosocial safety climate and job control.
Hypothesis 4	There is a negative relationship between perceived psychosocial safety climate and psychological job demands.
Hypotheses 5	Job control mediates the relationship between perceived psychosocial safety climate and work school facilitation.
Hypothesis 6	Job control mediates the relationship between perceived psychosocial safety climate and work school conflict.
Hypothesis 7	Perceived psychosocial safety climate mediates the relationship between job control and work school conflict.
Hypothesis 8	There is a positive relationship between perceived psychosocial safety climate and resilience.
Hypothesis 9	Resilience moderated the relationship between perceived psychosocial safety climate and work school facilitation.

3. CHAPTER 3: RESEARCH METHOD

3.1. Importance of implementing a robust and appropriate research method

The design, structure and implementation of a study is important to ensure rigorous and robust research. The research problem is determined by the researcher based on the insights from the literature review and this dictates the design and research method to be implemented. (Creswell, 2014 p. 295) defines research designs as “types of inquiry within qualitative, quantitative and mixed methods approaches that provide specific direction for procedures in a research study”. He further explains that the research design needs to include detailed information on the approach followed (Creswell, 2014).

3.2. Research Design

Due to the financial and time constraints anticipated, a cross-sectional research design was applied, and thus datum was be collected at a specific point in time (Mann, 2003). The cross-sectional design assisted to observe the prevalence of perceived PSC within selected workplaces as well as the respondents experience of WSC or WSF, and in so doing it would assist to identify any associations between these constructs.

3.2.1. Quantitative Research Methodology

A quantitative research methodology was deemed the most appropriate approach to not only address the determined hypotheses and research objectives, but to assist with establishing the relationships and the strength of the relationships within the larger population at a particular point in time (McCusker & Gunaydin, 2015; Kelley et al., 2003). A standardised quantitative survey was considered the most appropriate approach to gain an accurate view and reliable information pertaining to the variables in question (Kelley et al., 2003). The study employed established instruments (i.e. measurements) or parts thereof for necessary statistical procedures to be followed. Participants were asked to complete a self-report survey in order for their experiences of PSC, job control, psychological job demands, WSC, WSF, and resilience to be collated and so enable the researcher to understand the respondents beliefs and attitudes related to these constructs (Podsakoff et al., 2003).

3.2.2. Sampling and participants

Convenience sampling was applied as the sampling technique to identify organisations involved in the study. Convenience sampling is a sampling technique wherein the samples are chosen based on their

convenience and availability (Creswell, 2014; Onwuegbuzie & Leech, 2005). The study focussed on the experience of non-traditional students within the financial services sector, therefore, six financial services organisations were approached by the researcher. These organisations where chosen based on proximity and accessibility to the researcher. Of the six, three organisations agreed to distribute the survey across their business and a fourth offered to distributed it within a department. The survey was randomly distributed to all the employees in these organisations. The human resource professionals at these three organisations sent the survey via email to their organisation's workforce mailing list. These mailing lists included permanent staff members, temporary staff members and any long-term contractors or consultants. At the researcher's own organisation, the survey was also distributed using the researcher's university assigned email address to ensure neutrality. Therefore, anyone within the organisation had an opportunity to complete the survey, whether they were studying or not.

The total number of employees in the three full organisations totaled 553 employees. The fourth financial services organisation agreed to distribute within a segment of their organisation, this segment has a staff complement of 40 employees. The survey was therefore distributed amongst 593 individuals employed in the financial services sector.

The intended study population for the research comprised of individuals employed in these South African organisations. The study was not restricted to non-traditional students within these organisations, as determining whether respondents perceived PSC in their organisations differed if they were furthering their education or not, was of interest to the researcher.

A total number of 144 individuals attempted the survey of which only (n) 128 completed the survey. Of the 128 respondents 92.2% (118) were permanently employed, 7% (9) were employed on a fixed term contract and 0.8% (1) stated they were self-employed or an independent contractor. Of all respondents 67.9% (87) reported that they were not involved in further studies, while 32% (41) reported that they were. The biographical, demographic and employment profile of all respondents (n) 128 and non-traditional students n (41) are further detailed in (Appendix A Table A1, and Appendix B Table B1). It is important to note is that one respondent answered uniformly which was suspicious and was therefore omitted for the purpose of the statistical analysis. Therefore, statistical analysis was conducted on a total number of respondents (n=127) which comprised of employees who were not furthering their studies at the time (n=87) and non-traditional students (n=40).

All respondents identified either as male or female even though two other options were provided for “gender variant / non-confirming” and “Prefer to not disclose”. The gender profile of all respondents reflected a similar profile to the non-traditional students. Of all respondents 65.6% (84) were female and 65.9% (27) of all the non-traditional students were female. The ages of all respondents ranged between 22 years and 59 years. Of the non-traditional students 41.5% (17) were between 30 and 39 years of age, this made up the largest percentage of all age groups. The second largest age group at 34.1% (14) was aged between 22 and 29 years.

The marital status of the largest percentage of non-traditional student respondents are married, this being 41.5% (17), followed by those who identified as single at 36.6% (15) and those who identified as a in a relationship but not cohabiting at 12.2% (5). The largest percentage of non-traditional students do not have dependents this being 39.0% (16) followed by those who have 2 dependents 22.0% (9), that said however 17.0% (7) reported that they have more than 3 dependents. 48.8% (20) of non-traditional students have more than 10 years working experience.

Majority of non-traditional students, 68.3% (28) in this study, worked an average of more than 40 hours per week. Also noteworthy is that 67.2% (86) of the total population worked an average of more than 40 hours per week. That said, however, only 11.7% (15) respondents of the full population are contractually obligated to work more than 40 hours per week.

Of the non-traditional students, 26.8% (11) are completing a master’s degree and 24.4% (10) are completing certificate type further studies. Within the group of non-traditional students, 73.2% (30) hold non-managerial roles within their organisations. Of the non-traditional students 41.5% (17) are furthering their studies because it is directly aligned to their career aspirations. 48.8% (20) of non-traditional students receive ten days of paid leave which they able to use for their studies, and 14.6% (6) are provided with more than ten days. That said, 58.5% (24) non-traditional students have used their annual leave for their studies. 68.3% (28) of the non-traditional students had their studies funded by their employer, of which 64.2% are required to pay back if unsuccessful at their first attempt. The education profile of the non-traditional students comprised of 36.6% (15) who had completed an honours degree, 19.5% (8) completed an undergraduate degree, 4.9% (2) completed grade 12.

3.2.3. Measuring instruments

To allow for the provision of empirical evidence identifying whether a respondent's perception of their organisations PSC has an impact on the work school interface. Instruments were selected to measure the relationships between PSC, WSF, WSC, Job Control (JC), Psychological Job Demand (PJD) and resilience. The survey consisted of five scales, namely, perceived PSC, job demands and job resources, WSC, WSF and resilience. This section will include a detailed discussion of each of the chosen instruments.

Existing research evidence, both international and South African, where the reliability and validity were reported on the selected instruments deemed them appropriate for this study and will be discussed in further detail within this chapter. The self-administered, web-based survey comprised control variables consisting of biographical information. It included questions on gender, age, number of children dependents and marital status; however, respondents had the option to choose "prefer not to disclose". Mandatory questions related to the number of working hours, job position, number of direct reports and the year of current study, study institution, internet access and whether they will be required to pay back their fees if unsuccessful was asked.

3.2.3.1. Perceived psychosocial safety climate

PSC was measured on items from the PSC-12 (See Appendix C) (Coward et al., 2010). An internal consistency, Cronbach's alpha. of .89 has been reported by Hall et al. (2010) and thus reliability of this scale was deemed satisfactory for the current study.

3.2.3.2. Job Demands and Job Resources

The Job Content Questionnaire (JCQ) Karasek (1985) and Effort-Reward Imbalance Questionnaire (ERIQ) Siegrist et al. (2004) have been commonly used by scholars when assessing psychosocial working conditions (Choi, et al., 2014). Items and response scales are detailed in Appendix D. The JCQ reported alphas of > 0.73 (Karasek R. , et al., 1998) and the ERIQ reported an alpha of 0.88 for all three subscales. Choi, et al (2014) utilised 17 items from the JCQ and 6 items from the ERIQ to measure the following eight factors; job control, psychological job demands, physical job demands, coworker support, supervisor support, job security, extrinsic effort, and reward for a group of professional firefighters.

The scale was developed by Choi et al., (2014) to explore the occupational and behavioural risk factors of professional firefighters and only comprised of 23 statements which needed to be rated, this was considered more favorable than the Job Demand-Resources scale designed by Rothmann and Jordaan (2006) which comprised of 46 items. Scholars argues that lengthy questionnaires may result in high rates of non-response and missing data therefore an instrument with fewer questioned focusing on similar subscales was considered more appropriate for this study (Windle et al., 2011)

The decision was made to continue with a five-point Likert-type scale as it seemed advisable to continue using a five-point Likert scale for all instruments. It is important to note that this study was only concerned with two of the subscales, the first being, job control, and the second, psychological job demands. These variables are discussed as part of the literature review and the hypotheses tested.

3.2.3.3. Work School Conflict

Following researchers Wyland et al. (2013) an adaptation of the work-family conflict scale designed by Markel and Frone (1998) to measure WSC was used. The four items had been adjusted to reflect school and not family (Wyland et al., 2013). The items and response rating scale can be found in Appendix E. An internal consistency reliability coefficient, Cronbach's alpha of .74 was reported by previous researchers and therefore the reliability of the scale is deemed satisfactory for the current study (Wyland et al., 2013).

3.2.3.4. Work School Facilitation

Butler (2007) published a study where the respondents were required to rate themselves on five items which all reflect facilitation from work to school. This instrument had been used previously by scholars such as Grzywacz and Marks (2000). The items and response rating scale can be found in Appendix F. An internal consistency reliability coefficient, Cronbach's alpha of .77 was reported by previous researchers and therefore the reliability of the scale is considered adequate (Wyland et al., 2016).

3.2.3.5. Resilience

The Brief Resilience Scale (BRS) has six items and was developed by Smith el al. (2008) to assess resilience. This self-report scale designed for adults between the ages of 19 and 62 assesses one's ability to bounce back or recover from stress (Windle et al., 2011). The items and response rating scale can be found in Annexure G. In relation to this study, this scale was considered appropriate in the context of stress potentially caused by job demands or WSC. Furthermore, the researcher was

interested to understand if a relationship exists between PSC and resilience. The BRS reported Cronbach alphas between <0.70 and <0.95 and therefore adequate internal consistency reliability coefficient (Cronbach's alpha) (Windle et al., 2011).

3.3. Research Procedure

3.3.1. Web-based survey

Skitka and Sargis (2006) argued that web-based surveys seem to offer individuals a better sense of anonymity, leading to a decreased likelihood of response bias and increased response rate. This can potentially contribute to higher participation on the survey, including more honest responses (Kelley et al., 2003). A disadvantage noted is that the impact on the reliability and validity of the study of web-based surveys has the potential occurrence of non-response (Skitka & Sargis, 2006). Although it is important to take note of the potential challenges associated with web-based surveys, the advantages still outweigh the disadvantages. Advantages associated with a web-based survey include the speed and reduced cost with which a significant amount of real-time data can be collected and analysed within a short timeframe (Skitka & Sargis, 2006).

The research was also conducted during the South African COVID-19 lockdown and this increased the appropriateness of using a web-based survey as opposed to face to face interviews which was not allowed at this time. The survey was done in English and comprised of 84 questions, estimated to take a respondent approximately 10 – 15 minutes to complete. All instruments used in the survey were measured on a five-point Likert scale and questions related to demographics, employment or studies provided several responses for respondents to choose from. Certain demographic questions allowed respondents to abstain by choosing "Prefer to not disclose" as a choice but all questions needed to be answered in order to continue with the survey (Appendix H).

It was also distributed easily as a link embedded in an email. The email inviting participants to complete the questionnaire had been designed in such a way to encourage participation and included a lucky draw opportunity for six participants. These prizes being six Takealot vouchers valued at R1000, this in the hope that it would encourage large numbers of respondents to complete the survey (Laguille et al., 2011). Laguille et al. (2011) found that using lottery incentives, such as the one described in this study, positively impacts the response rates for web surveys.

The aim was to collect approximately 200 responses; however, the prevalence of cybercrime likely influenced the number of respondents as many individuals contacted the researcher directly to confirm that the link within the email was a legitimate one and not a phishing attack.

3.3.2. Materials and Data Management

The web-based survey was designed and distributed using Qualtrics XM. The datum collected was processed using a statistical software package called IBM SPSS Statistics 27. The research design was meant to produce quantitative datum, therefore all responses once imported into SPSS was transformed into numerical data to be analysed. There was a total of 144 respondents of which 128 completed the survey in full. On examination one respondent answered the survey suspiciously, in that they answered in a uniform manner (i.e. chose the same option for each question). A final sample size of 127 respondents of which 40 were non-traditional students and 87 were employees who were not studying.

The datum was analysed by applying specific data analysis techniques once all datum had been cleaned and incomplete responses had been eliminated. Reverse coding was performed on items as required by the instrument. Various statistical techniques were applied to analyse the datum and to test proposed hypotheses. A statistician from the University of Cape Town's statistical department assisted with certain guidance and analysis, majority of the statistical analysis, however, was performed by the researcher.

3.3.3. Pilot Study

Once the survey had been designed a pilot was implemented, a small group of individuals completed the survey and provided feedback on their understanding of the questions and instructions (Kelley et al., 2003). The pilot enabled the researcher to assess whether the questions had the same meaning for all respondents (Kelley et al., 2003). The pilot followed the same procedure as the main survey would, as suggested by Kelley et al. (2003). The feedback from the pilot centred around some flaws with the regard the flow of questions within the survey tool. The researcher was also requested to remove explanations for each instrument used as it was felt that these explanations could lead respondents to answer in a certain way. A further suggestion was to replace the initial Woolworths vouchers with Take-A-Lot vouchers as it may appeal to a larger group of people. These matters where addressed by the researcher before the survey was distributed.

3.3.4. Data Collection and preparation

Data was collected over a four-week period between November 2020 and December 2020. A reminder was sent out two weeks before the survey closed. No reports of any technical difficulties were reported by respondents during this time. The data was downloaded from Qualtrics into MS Excel and then uploaded into IBM SPSS 27. All preview data entries were removed from the data set, all incomplete entries were also removed from the data set. The inferential statistics conducted included correlation and regression analysis. Adam F Hayes' PROCESS macro tool for SPSS was used to conduct mediation and moderation analysis (Hayes, 2021). For the mediation analysis the online SOBEL calculator was used for further insight (Preacher, 2021).

As the survey was distributed to organisations within the financial services sector it was surprising that nine respondents selected a different sector. Given the ecosystem of the modern organisation it is likely that some of the respondents may be long-term consultants to the organisation, for example large sections of information technology functionality within an organisation may be outsourced to a specialist consultant. As the survey was distributed to the entire workforce email mailing list, these individuals would have been included. These employees may identify as part of the Information Technology sector and not financial services as they are not permanently employed by the Financial Services organisation. Or an individual may be hired purely to roll out a training programme / learnership and so identify as an employee in education and not financial service. These responses were retained for the purpose of analysis.

The response pattern for one respondent seemed suspicious and on further investigation this outlier skewed data heavily, for this reason it was maintained as part of the dataset but excluded from the statistical procedures. For the purpose of statistical analysis, the total number of respondents (n=127) comprised of employees not furthering their studies at the time (n=87) and non-traditional students (n=40).

3.4. Ethics

The study satisfied the requirements of the Commerce Faculty's Ethics in Research Committee at the University of Cape Town before commencement. A formal letter requesting permission to conduct the research was sent to the organisations which provided information relating to the aims of the study, the research procedures, risk, benefits and compensation and, confidentiality (Appendix I). Ethical matters

which were considered included, (a) obtaining informed consent from the potential research participants, (b) ensuring that no participants could be harmed by participating in the study, (c) protecting the participants anonymity by delinking the survey to the lucky draw completely, (d) ensuring transparency by explaining the aim of the study, and (e) ensuring that participants are aware of their right to withdraw at any time. The participants were also informed of these matters in the email designed for distribution and the introductory paragraph of the survey (Appendices J and K). Should participants question the legitimacy of the email the researcher's contact details were also included.

4. CHAPTER 4: DATA ANALYSIS TECHNIQUES

The objective of this study was to determine whether a relationship between perceived PSC and the work school interface exists. The statistical analysis applied included a reliability and validity analysis on the various constructs. The validity of each of the scale was assessed using the Exploratory Factor Analysis (EFA). The reliability of each subscale was assessed using the Cronbach alpha internal consistency measure. This is followed by descriptive analysis providing insight in the attitudes and beliefs experienced by respondents in relation to the constructs. The inferential statistics includes the correlation and regression analysis which investigated the relationships between the different variables or constructs. The mediation and moderation analysis performed was done so by using Hayes PROCESS macro for SPSS (Hayes, 2021), additionally, for the mediation analysis the online SOBEL calculator was used for further insight (Preacher, 2021).

4.1. Reliability and Validity Analyses

4.1.1. Work School Conflict

Exploratory factor analysis was conducted on the four-item WSC. The Kaiser-Meyer-Olkin (KMO) value of .718 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis. The Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 60.534$, $p < 0.001$), which showed that all four items were sufficiently correlated. Based on the principal axis factor analysis and in line with Kaiser's criterion (1960), 1 component was extracted with the Eigenvalue of 2.623, and explained variance of 65.584%. Inspection of the scree plot concurred with the above assessment (Appendix L). Based on the outcomes from the analysis conducted, the measure can be deemed valid and unidimensional considering that all four items represented one component, which is the WSC construct.

The Cronbach's alpha reported for this instrument was .813 which is considered reasonable (Glen , 2021). All corrected item-total correlations are above .3 which means than each item correlates sufficiently with the overall scale (Field, 2017). There are four items in this scale and 40 responses, therefore there are 10 times the number of responses (Field, 2017). The interval data has been met, as continuous data utilising a 5-point Likert scale was evident (Field, 2017).

4.1.2. Work School Facilitation

EFA was conducted on the five-item WSF scale. The Kaiser-Meyer-Olkin (KMO) value of .654 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis. The Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 45.136$, $p < 0.001$), which showed that all five items were sufficiently correlated. Based on the principal axis factor analysis, however, that two components were extracted, the first Eigenvalue of 2.313 explained a variance of 46.264%, and the second Eigenvalue was 1.217 and explained variance of 24.347%. Based on the outcomes from the analysis conducted, the measure was not unidimensional which meant that all five items were not loading on one factor.

The initial Cronbach's alpha reported for this 5-item scale was .686 which is problematic as it lies below .7 (Glen, 2021). However, item four of the five item scale in the corrected item-total correlation presented below .3 which is not advisable (Field, 2017). With this item removed it increased the Cronbach's alpha to .722. The reliability analysis was therefore rerun and although the Cronbach's alpha increased, item five in the corrected item-total correlation was below .3. With item five removed this increased the Cronbach's alpha of the instrument to .788 which is considered as good internal consistency and all the items were now above .3 in the item-total correlations (Glen, 2021).

A principal axis factor analysis was therefore processed on the remaining three items of the instrument. As there were now three items in this scale and 40 responses, there were 13.3 times more responses than items, meeting the minimum guideline of 10 (Field, 2017). The interval data criteria had been met due to continuous data also utilizing a 5-point Likert scale (Field, 2017). With the Kaiser-Meyer-Olkin (KMO) value of .696 being near to 1 and greater than .50, and the Bartlett's Test of Sphericity showed that it was significant at ($\chi 2 = 33.379$, $p < 0.001$). In line with Kaiser's criterion (1960), 1 component was extracted with an Eigenvalue of 2.111, and explaining 70.371% of the total variance. Inspection of the scree plot concurred with the above assessment, where one can see that factor one was the only Eigenvalue >1, and thus was retained (see Appendix M). All 3 items loaded onto factor one sufficiently. Based on the outcome from the validity analysis conducted, the measure can be deemed valid and unidimensional considering that all 3 items represented one component, which is the WSF construct.

4.1.3. Perceived Psychosocial Safety Climate

The EFA analysis conducted on PSC 12 items showed a Kaiser-Meyer-Olkin (KMO) value of .925 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis (Field, 2017). The Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 1103.18$, $p < 0.001$), which showed that all 12 items were sufficiently correlated. Based on the principal axis factor analysis and in line with Kaiser's criterion (1960), one component was extracted with an Eigenvalue of 7.267, which explained a 60.556% of the total variance. Inspection of the scree plot concurred with the above assessment (see Appendix N) with factor one being the only Eigenvalue >1, and thus being retained. Based on the outcomes from the analysis conducted, the measure can be deemed valid and unidimensional considering that all 12 items represented one component, which is the PSC construct.

The Cronbach's alpha reported for this instrument was .939 which is considered excellent (Glen , 2021). All corrected item-total correlations are above .3 which means than each item correlates sufficiently with the overall scale. There are 12 items in this scale and 127 responses, therefore there are more than 10 times responses to items (Field, 2017). The interval data criteria had been met due to continuous data and utilizing a 5-point Likert scale.

4.1.4. Job Demands and Job Resources

The Job Content Questionnaire (17 items) and the Effort Reward Imbalance Questionnaire (6 items) measured seven different constructs (Choi et al., 2014). The seven constructs measured included; job control, psychological job demands, physical job demands, co-worker support, supervisor support, job security, extrinsic effort, and reward (Choi et al., 2014).

The EFA analysis conducted showed a Kaiser-Meyer-Olkin (KMO) value of .763 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis (Field, 2017). The Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 1211.509$, $p < 0.001$), which showed that all 23 items were sufficiently correlated. Based on the principal axis factor analysis seven components were extracted (see Appendix O). Inspection of the scree plot concurred with the above assessment (see Appendix O). Based on the outcomes from the analysis conducted, the measure can be deemed valid for the measurement.

The full instrument was utilised for the survey as is recommended to use pre-tested constructs from past empirical studies to ensure reliability and validity (Fagarasanu & Kumar, 2002). The Cronbach's

alpha reported for instrument was .593 which is considered poor (Glen, 2021). In light of the poor internal consistency reported on the Cronbach's alpha in the current sample, the use of the full scale in the current study was reviewed. The main purpose of this study was to understand whether perceived PSC, a mechanism which promotes of psychological health and wellbeing in the workplace, affects employees who study (Hall et al., 2010). The factor psychological job demands was therefore a key construct critical to the analysis, necessary to test H_4.

Furthermore, job control is known as a key job resource which is associated with less WSC (Wyland et al. (2016). An analysis of the relationship between job control, perceived PSC, WSC and WSF is necessary to test H_3, H_5, H_6 and H_7. The pertinent subscales were therefore job control, and psychological job demands, and were therefore retained. Additionally, the validity measure of an scale can be enhanced by the deletion of items when done correctly (Fagarasanu & Kumar, 2002) The next section details the process followed to ensure the reliability and validity of the subscales retained.

4.1.4.1. Job control (JC)

The EFA of the 5 items in the JC subscale conducted showed a Kaiser-Meyer-Olkin (KMO) value of .840 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis (Fagarasanu & Kumar, 2002). The Bartlett's Test of Sphericity showed that it was significant ($\chi 2$ = 325.845, $p < 0.001$), which meant that all five items were sufficiently correlated. Based on the principal axis factor analysis and in line with Kaiser's criterion (1960), one component was extracted with the Eigenevalue of 3.393 which explained 67.868% of the total variance. Inspection of the scree plot concurred with the above assessment (see Appendix P), where factor one had an Eigenvalue >1, and thus was retained. Based on the outcomes from the analysis conducted, the measure can be deemed valid and unidimensional showing that all five items represented one component, which is the job control construct.

The Cronbach's for the job control 5 item subscale reported .876 (Glen , 2021). All items listed in the corrected item-total correlations were above .3 which meant that each item correlated sufficiently with the overall scale. There are five items in this scale and 127 responses, therefore there are more than 10 times the number of responses than items (Field, 2017).

4.1.4.2. Psychological job demands (PJD)

The EFA analysis conducted on the 5 items of the PJD subscale showed a Kaiser-Meyer-Olkin (KMO) value of .613 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis (Field, 2017). The Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 137.506$, $p < 0.001$), which showed that all 5 items were sufficiently correlated. Based on the principal axis factor analysis and in line with Kaiser's criterion (1960), two components was extracted, the first had an Eigenvalue of 2.170, which explained a 43.408% of the total variance, and the second an Eigenvalue of 1.306 which explained a variance of 26.110%. Based on the outcomes from the analysis conducted, the measure was not unidimensional. The Cronbach's for the PJD 5 item scale reported .664 which is considered questionable (Glen, 2021). The items of the PJD subscale included, "*My job requires working very fast*.", *"My job requires working very hard."*, *"I am not asked to do an excessive amount of work."* (reversed for scale scoring), *"I have enough time to get the job done."* (reversed for scale scoring), and *"I am free from conflicting demands others make."* (reversed for scale scoring).

Item one of the scales measured below .3 on the corrected item-total correlations (Field, 2017). This item was therefore removed, and the reliability analysis rerun. This resulted in a Cronbach's Alpha of .674. Thereafter item two them measured below .3 on the corrected item-total correlations. Item two was removed and the Cronbach's alpha increased to .715 which is considered acceptable. This resulted in the three reverse scored items. The two items that did not require reversal, did not fit well with the three reverse scored items.

When conducting the EFA on all 23 items of the Job Content Questionnaire and Effort Reward Imbalance Questionnaire, two items from the extrinsic effort scale loaded on the same factor as psychological job demands. The researcher considered two items from the extrinsic effort scale, *"I have many interruptions and disturbances in my job"* and *"Over the past years, my job has become more and more demanding."* The two extrinsic effort scale items resonated with the financial services working environment (Lytle, 2021). When combining the two extrinsic effort scale items with the three reversed scored items of the psychological job demands and applying the statistical procedures the following emerged.

The EFA analysis on the five items showed a Kaiser-Meyer-Olkin (KMO) value of .705 was near to 1 and greater than 0.5 which is the criterion used for suitability for principal axis factor analysis. The

Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 157.699$, $p < 0.001$), which showed that all five items were sufficiently correlated. A principal axis factor analysis was run on the three items from PJD and two items from extrinsic effort. Based on this and in line with Kaiser's criterion (1960), one component was extracted with an Eigenvalue of 2.511 which explained 50.211% of the total variance. In line with this, all 5 items loaded onto a single factor sufficiently, ranging between .452 and .812. Inspection of the scree plot concurred with the above assessment (see Appendix Q), with factor one being the only one with an Eigenvalue value >1 and thus it was retained. Based on the outcomes from the analysis conducted, the measure can be deemed valid and unidimensional considering that all five items represented one component the psychological job demands construct. The name PJD utilised for all statistical analysis within this study refers to the combination of the three-reverse scored initial psychological job demand items combined with the two extrinsic effort items.

The Cronbach's alpha for the five items was .737 which is considered acceptable (Glen, 2021). All corrected item-total correlations are above .3 which means than each item correlates sufficiently with the overall scale. There are five items in this scale and 127 responses, therefore there are more than 10 times responses to items (Field, 2017).

4.1.5. Brief Resilience Scale

The EFA analysis conducted on the 6 items in the BRS resilience scale showed a Kaiser-Meyer-Olkin (KMO) value of .809 was near to 1 and greater than 0.5 which is the criterion used for suitability for factor analysis. The Bartlett's Test of Sphericity shows that it was significant ($\chi 2 = 229.573$, $p < 0.001$), which showed that all six items were sufficiently correlated. The datum was therefore considered suitable to conduct a principal axis factor analysis. Based on the principal axis factor analysis and in line with Kaiser's criterion (1960), 1 component was extracted with an Eigenevalue of 3.014 explaining 50.227% of the total variance. Inspection of the scree plot concurred with the above assessment (see Appendix R), with factor one being the only Eigenvalue >1, and thus being retained. Based on the outcomes from the analysis conducted, the measure can be deemed valid and unidimensional considering that all six items represented one component, which is the resilience construct.

Cronbach's alpha reported for this instrument was .790 which is considered acceptable (Glen , 2021). All corrected item-total correlations are above .3 which means that each item correlates sufficiently with the overall scale. There are six items in this scale and 127 responses, therefore there are more than 10

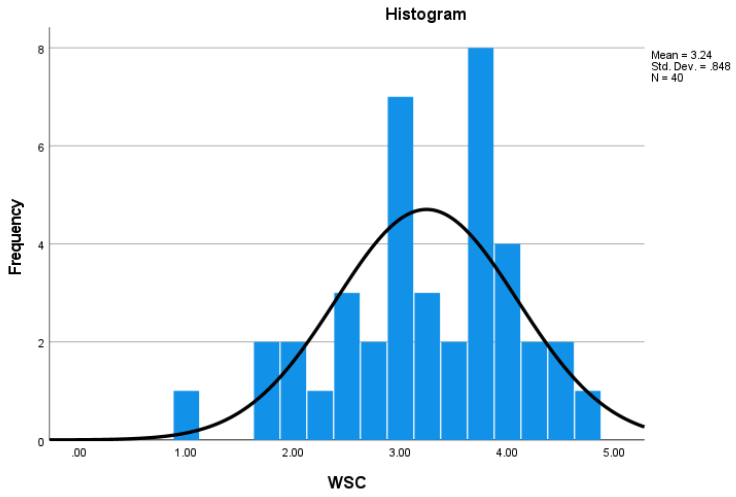
times responses to items (Field, 2003). The interval data criteria had been met due to continuous data being used with a 5-point Likert scale (Field, 2017).

4.2. Descriptive Analysis

Descriptive statistics provided in this study describe the basic features of the data related to different variables in this study.

4.2.1. Work School Conflict

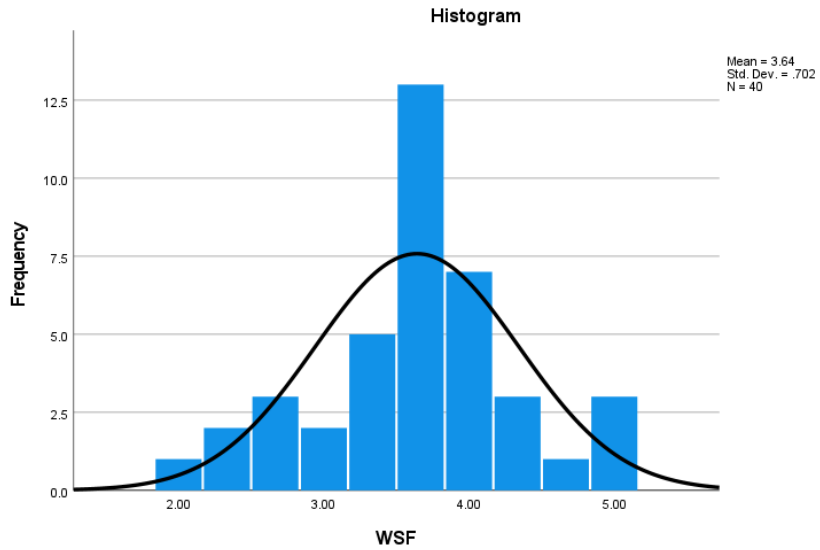
Scores for WSC ranged between 1(*"Never"*) and 5 (*"Always"*). The mean 3.24 was just above the midpoint of the scale 3 (*"Sometimes"*) which implies that the respondents experienced average levels of WSC. The measures of shape, skewness; -.537 indicating a pile-up of responses on the right, kurtosis =-.002 which indicates a light tailed distribution (Field, 2017). The histogram below concurred with the above assessment and shows slight deviation from the normal distribution curve not that it is negatively or positively skewed, but it does not follow a symmetric trend with two peaks at 3 and just before 4. The ratio of skewness to standard error of skewness = -1.43 which <-1.96 which means we fail to reject the H_0 suggesting no serious deviation in terms of skewness (Gignac, 2011).



4.2.2. Work School Facilitation

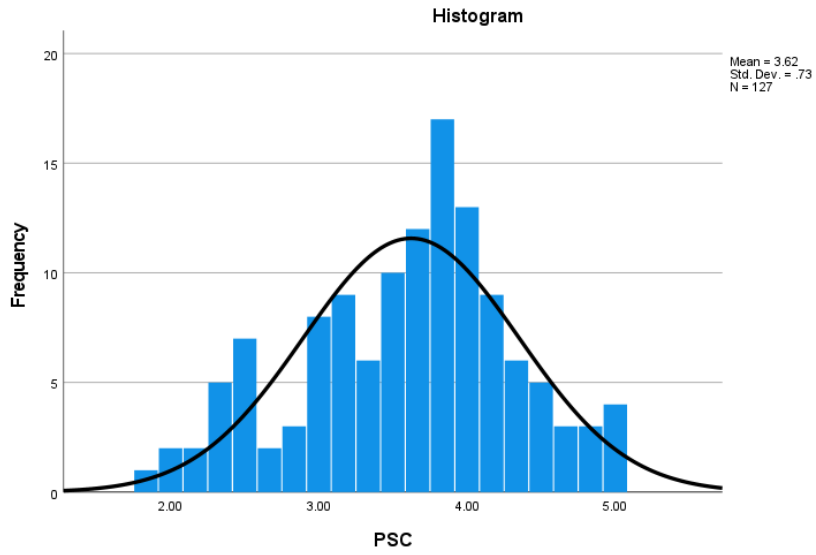
Scores for WSF ranged between 1(*"Strongly disagree"*) and 5 (*"Strongly agree"*). The mean 3.64 was just below scale 4 (*"Agree"*) which implies that the respondents experienced above average levels of WSF. The measures of shape, skewness; -.191 indicating a pile-up of responses on the right, kurtosis =.253 which indicates a heavy tailed distribution (Field, 2017). The histogram below concurred with this assessment and shows a slight deviation from the normal distribution. It has one peak and confirms the

skewness as there is a pile-up of responses on the right. The ratio of skewness to standard error of skewness = -.51 which < -1.96 which means we fail to reject the H_0 suggesting no serious deviation in terms of skewness (Gignac, 2011).



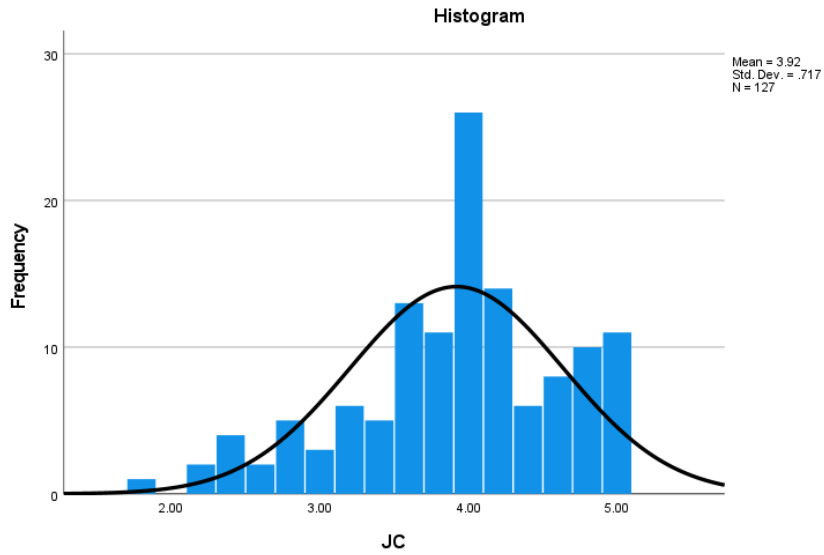
4.2.3. Perceived Psychosocial Safety Climate

Scores for PSC ranged between 1(*"Strongly disagree"*) and 5 (*"Strongly agree"*). The mean rating was 3.62 and the *SD* = *.729* for 127 respondents (both non-traditional students and employees who are not studying) scored just below 4 (*"Agree"*) on this scale which implied that the respondents experienced above average levels of perceive PSC. The measures of shape, skewness; -.287 indicating a pile-up of responses on the right, kurtosis =.215 which indicates a heavy tailed distribution (Field, 2017). The histogram below concurred with this assessment and shows slight deviation from the normal distribution curve, it has one peak which is slightly to the right of the normal peak. The ratio of skewness to standard error of skewness = -1.33 which < -1.96 which means which means we fail to reject the H_0 suggesting no serious deviation in terms of skewness (Gignac, 2011).



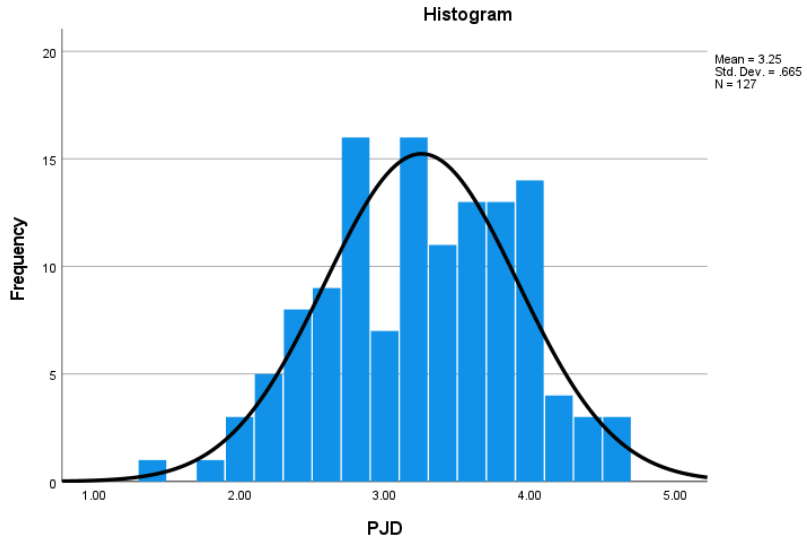
4.2.4. Job Control

Scores for job control ranged between 1(*"Strongly disagree"*) and 5 (*"Strongly agree"*). The mean rating being 3.92 with *SD=.717* of the 127 respondents (both non-traditional students and employees who are not studying) scored very close to 4 (*"Agree"*) on this scale indicating that respondents are experience high levels of job control. The measures of shape, skewness; -.587 indicating a pile-up of responses on the right, kurtosis =.215 which indicates a heavy tailed distribution (Field, 2017). The histogram below concurred with this show a deviation from the normal distribution curve, given the heavy tailed distribution to the right. The ratio of skewness to standard error of skewness = -2.73 which > -1.96 which means we reject the H_0 confirming statistically significant skewness (Gignac, 2011). This is noted as we proceed with further statistical analysis.



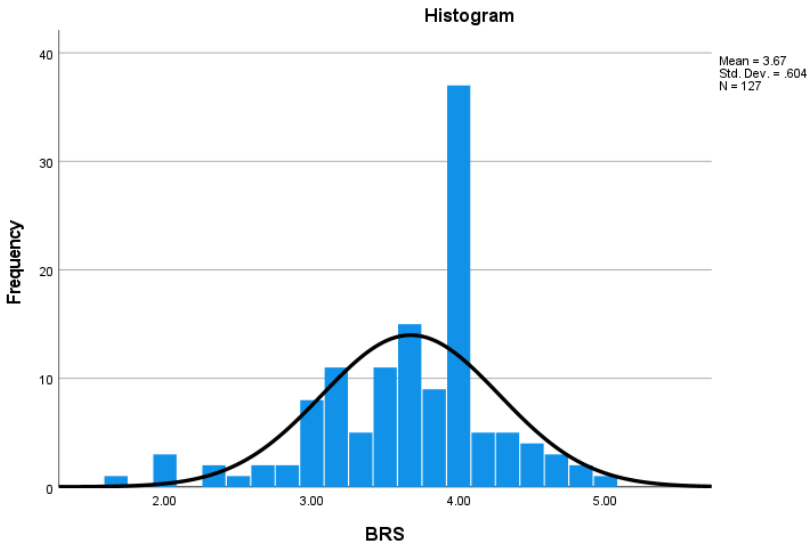
4.2.5. Psychological Job Demands

Scores for psychological demands ranged between 1(*"Strongly disagree"*) and 5 (*"Strongly agree"*). The mean rating being 3.25 with a *SD =.665* for the 127 respondents (both non-traditional students and employees who are not studying) scored above the midpoint of 3 (*"Neither agree nor disagree"*) it implies that respondents report experience average levels of psychological demands. The measures of shape, skewness; -.179 indicating a pile-up of responses on the right, kurtosis =.215 which indicates a heavy tailed distribution (Field, 2017). The histogram below concurred with the above assessment and shows only slight deviation from the normal distribution curve. The ratio of skewness to standard error of skewness = -.832 which < -1.96 which means which means we fail to reject the H_0 suggesting no serious deviation in terms of skewness (Gignac, 2011).



4.2.6. Resilience

Scores for resilience ranged between 1(*"Strongly disagree"*) and 5 (*"Strongly agree"*). The mean rating was 3.67 with *SD = .604*. for the 127 respondents (both non-traditional students and employees who are not studying) as the means is just below 4 (*"Agree"*) on this scale it implies that respondents experienced high levels of resilience. The measures of shape, skewness; -.802 indicating a pile-up of responses on the right, kurtosis =.215 which indicates a heavy tailed distribution (Field, 2017). The histogram below concurred with the above assessment and shows the deviation from the normal distribution curve especially given the high peak at 4. The ratio of skewness to standard error of skewness = -3.73 which > -1.96 which means we reject the H_0 confirming statistically significant skewness (Gignac, 2011). This is noted as we proceed with further statistical analysis.



4.3. Group differences

Independent t-test was conducted to examine if there was any difference between the groups based on whether they were studying or not. The objective of doing so was to determine whether there were any statistically significant differences between the respondents for the construct's PSC, BRS, JC and PJD based on whether they were non-traditional students or not. It was important to identify whether a non-traditional student reported significantly different experiences to that of those who are not study. This would help indicate the extent to which studying impacts their experiences.

A second t-test assessed the difference in experiences based on gender for perceived PSC, BRS, JC, PJD, WSC and WSF (Field, 2017). This was prompted by the work of Jaga and Bagraim (2017) who showed empirical evidence that South African women, more especially Hindu mothers, do experience multiple role conflict. It was important therefore to assess whether men have a vastly different experiences to women.

4.3.1. Independent samples t-test: Non-traditional students vs those not studying

An independent sample t-test was conducted to determine whether there were any significant differences between the respondents based on whether they were studying or not. None of the variables showed a significant Levene's statistic, therefore equal variances were not assumed and showed that there was insufficient information to determine statistical difference between the two groups for any of the variables (See Appendix S, Table S1 for detailed results).

4.3.2. Independent samples t-test: Gender

An independent sample t-test was conducted to determine whether there were any significant differences between the respondents based on gender. JC was the only variable which showed a statistically significant Levene's statistic *(F=4.924, p=0.028)* therefore equal variances were assumed. The t-test for JC did not find a statistically difference between the groups *(t=1.392, p=0.166).* Equal variances were not assumed for the other variables and showed that there was insufficient information to determine statistical difference between the two groups for any of the variables (See Appendix S, Table S2 for detailed results).

4.4. Inferential statistics

Certain inferential statistical procedures were implemented to prove relationships between variables and test the hypotheses.

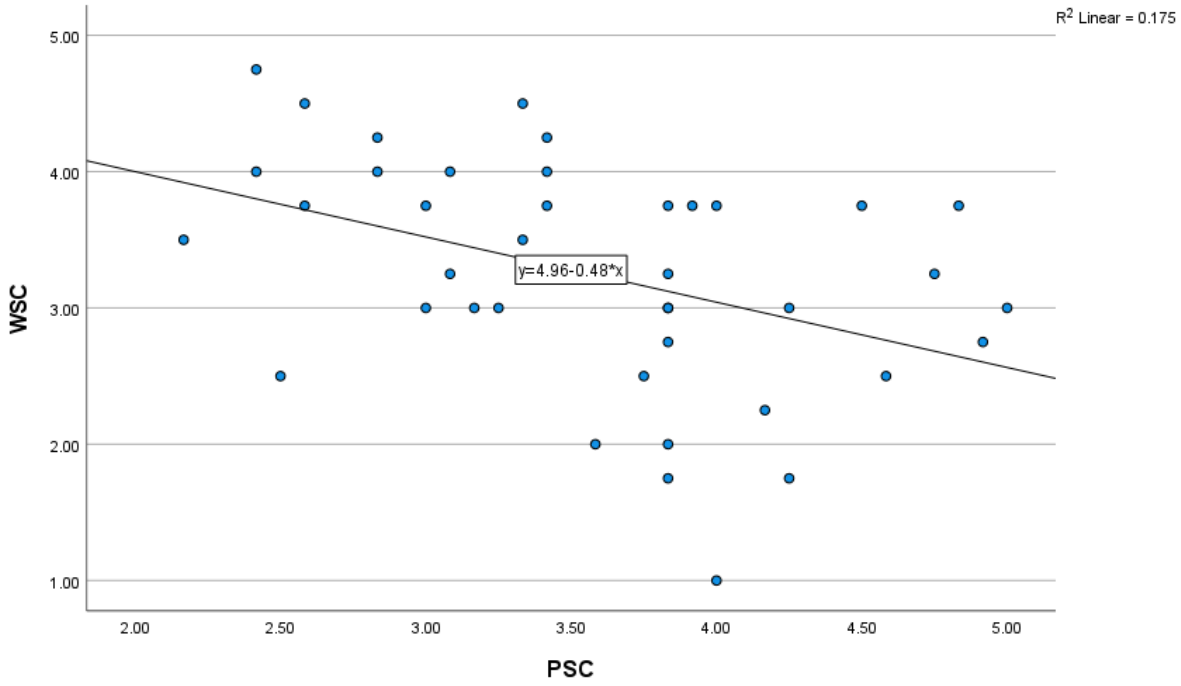
H_1: There is a negative relationship between perceived PSC and WSC for non-traditional students.

The Pearson product-moment correlation test was appropriate to test H_1 as a correlation between two continuous variables was being assessed (Field, 2017). Bootstrapping was performed, which controlled for deviations from normality using 1000 samples (Field, 2017). This addressed the assumptions of outliers and normality which is necessary to run the Pearson product-moment correlation test. The interval data requirement was met because perceived PSC and WSC was both measured on a 5-point Likert-scale (Field, 2017). A one-tailed test was used because direction had been specific in the hypothesis (Field, 2017).

The results showed that there was a significant negative relationship between perceived PSC and WSC. *r = -.418 (p = .004, n = 40).* The bootstrapping results further support this, as the 95% confidence interval [-.615, -170] does not contain zero, and a relationship can be said to exist. The scatterplot for linearity shows a moderate but negative linear relationship between WSC and perceived PSC shown by the downward sloping trend line.

Figure 6:

Scatterplot diagram x=WSC and y=Perceived PSC



Since the results are significant as the p-value was < .01 the significance level for a correlation single-tailed analysis. The null hypothesis is therefore rejected, and the alternative hypothesis can be supported (Field, 2017). It can therefore be concluded that there is a negative relationship between perceived PSC and WSC.

H_2: There is a positive relationship between perceived PSC and WSF for non-traditional students.

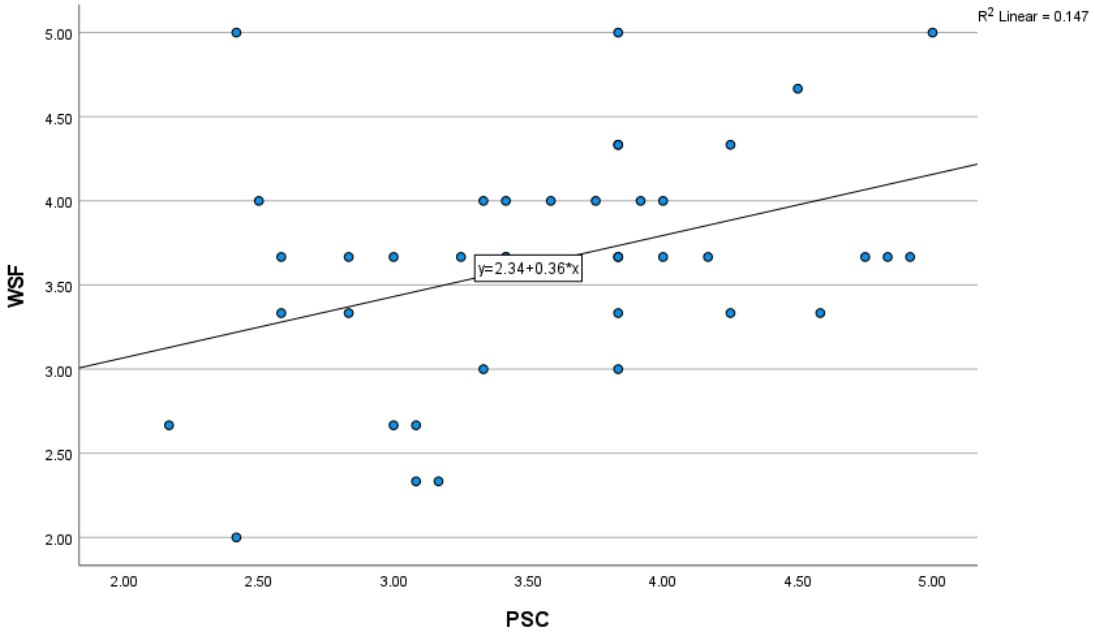
The Pearson product-moment correlation test was appropriate to test H_2 as a correlation between two continuous variables was being assessed (Field, 2017). Bootstrapping was performed, which controlled for deviations from normality using 1000 samples (Field, 2017). This addressed the assumptions of outliers and normality which is necessary to run the Pearson product-moment correlation test (Field, 2017). Interval data was met because perceived PSC and WSF was both measured on a 5-point Likert-scale. A one-tailed test was used because direction had been specific in the hypothesis.

The results showed that there was a significant weak positive relationship between perceived PSC and WSF. *r = .384 (p = .007, n = 40).* The bootstrapping results further support the conclusion that a

relationship exists, as the 95% confidence interval [.039,.645] does not contain zero and therefore one can be confident that a relationship exists between these two variables. The scatterplot for linearity also shows a weak positive linear relationship between perceived PSC and WSF shown by the upward sloping trend line.

Figure 7:

Scatterplot diagram x=WSF and y=Perceived PSC



The results are significant as the p-value level <.01, the null hypothesis is rejected, and the alternative hypothesis supported. It can be further concluded that there is a positive relationship between high levels of perceived PSC and WSF.

H_3: There is a positive relationship between perceived PSC and Job Control (JC) for all respondents.

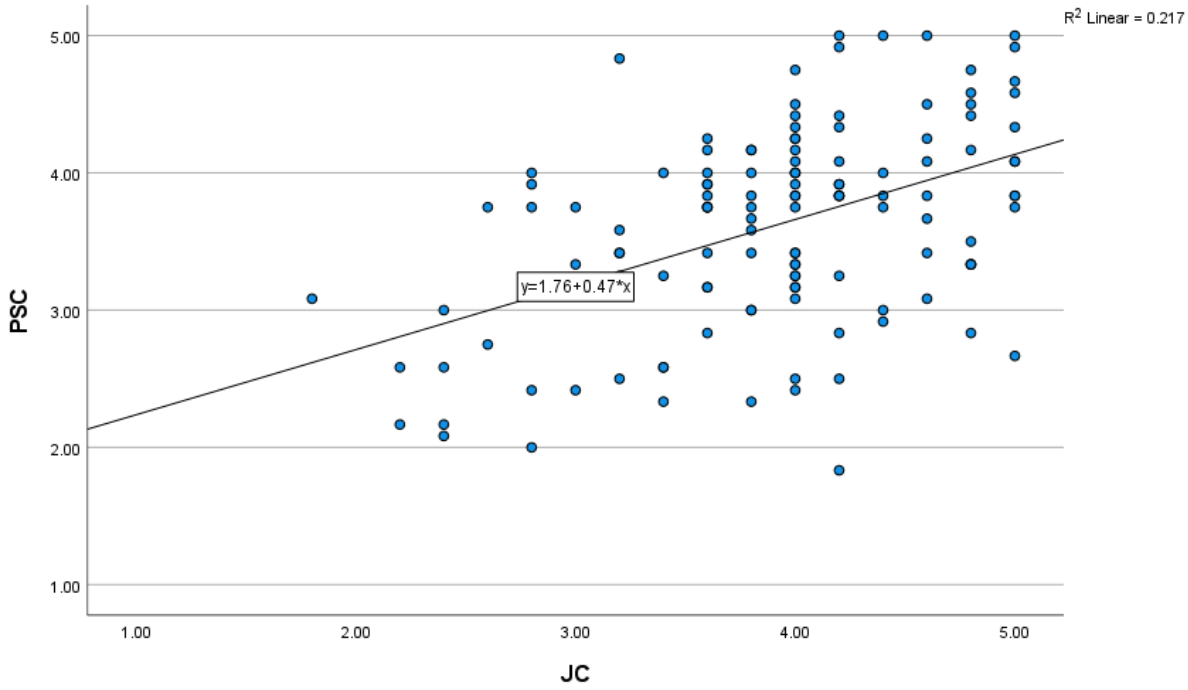
As with H_1 and H_2 a Pearson product-moment correlation test was appropriate to test H_3 as a correlation between two continuous variables was being assessed (Field, 2017). Bootstrapping was performed as done previously (Field, 2017). Interval data was met as before, and a one-tailed test was used because direction had been specific in the hypothesis.

The results showed that there was a moderate positive and significant relationship between perceived PSC and job control. *r = .466 (p < .001, n = 127).* The bootstrapping results further support the

conclusion that a relationship exists, as the 95% confidence interval [.294,.602] does not contain zero and therefore one can be confident that a relationship exists between these two variables. The scatterplot for linearity further demonstrates the moderate positive linear relationship between perceived PSC and job control shown by the upward sloping trend line.

Figure 8:

Scatterplot x=JC and y= Perceived PSC



A significant relationship exists at the p-value < .01, therefore the null hypothesis is rejected, and the alternative hypothesis supported, and the conclusion can be made that there is a positive relationship between perceived PSC and job control.

H_4: There is a negative relationship between perceived PSC and PJD for all respondents.

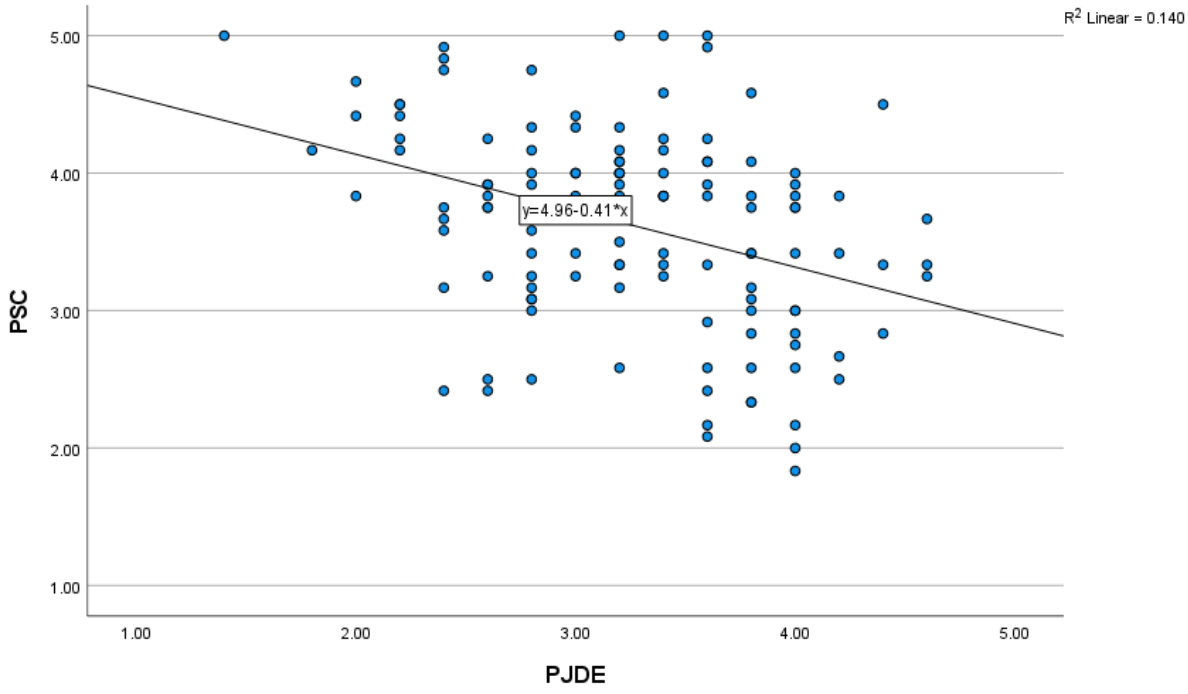
The Pearson product-moment correlation test was calculated, and the same procedure used to test H_3 was used to test the relationship between the variables, perceived PSC and psychological job demands and effort.

The results showed that there was a weak negative significant relationship between perceived PSC and job control. *r =. -374 (p < .001, n = 127).* The bootstrapping results further support the conclusion that a relationship exists, as the 95% confidence interval [-.522, -.224] does not contain zero and therefore

one can be confident that a relationship exists between these two variables. The scatterplot for linearity further demonstrates the weak negative linear relationship between perceived PSC and job control shown by the downward sloping trend line.

Figure 9:

Scatterplot diagram x=PJD and y= perceived PSC



A significant relationship exists at the p-value level of .01, therefore the null hypothesis is rejected, and the alternative hypothesis supported therefore the conclusion can be made that there is a significant negative relationship between high levels of perceived PSC and, psychological job demands and effort.

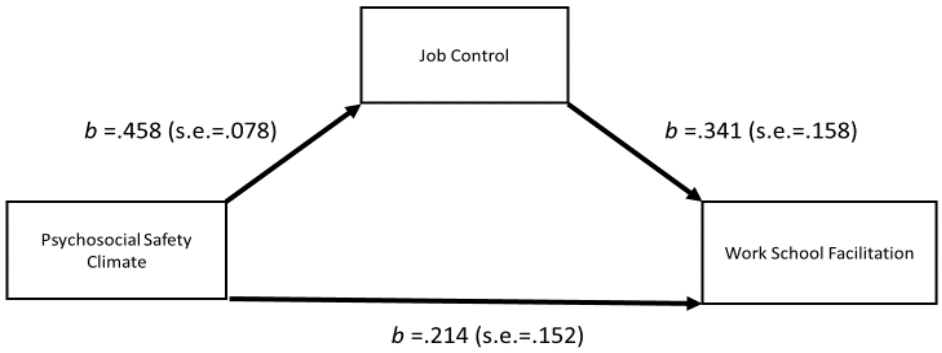
***H_5:* JC mediates the positive relationship between perceived PSC and WSF for non-traditional students.**

Through H_5 we aim to test to what extent this relationship was mediated by job control. To investigate H_5 a simple mediation analysis was performed using Hayes PROCESS macro (Walden University Academic Skills Center , 2019). The outcome variable for analysis was WSF. The predictor variable for the analysis was perceived PSC. The indirect effect of perceived PSC on WSF was found to be statistically significant [Effect = .1490, 95% confidence interval .0114;.2983] as bootstrapping confidence intervals does not include zero, thus, the indirect effect was statistically significant (Walden University Academic Skills Center , 2019).

A second process was followed to further confirm this statistically significant indirect relationship using the online calculator Sobel test (Gignac, 2019). Step one, involved a bivariate regression analysis between perceived PSC and WSF. Step two, involved a bivariate regression analysis between perceived PSC and job control. Step 3 involved a multiple regression with perceived PSC and job control as predictors and WSF as the dependent variable. Step four was therefore to test statistical significance using the online Sobel test calculator (Preacher, 2021). The Sobel test yielded the following results [t-statistic= 2.488, s.e.=.079, p-value=.012] As the p-value is < 0.05 we can confirm that the indirect effect was statistically significant. It can be concluded that job control partially mediated the relationship between perceived PSC and WSF and accounted for 41% of the total effect *(total effect = .3632)*. The results are presented in Figure 10.

Figure 10:

Illustration of mediation results.



***H_6:* JC mediates the relationship between perceived PSC and WSC.**

To investigate H_6 a simple mediation analysis was performed using PROCESS (Walden University Academic Skills Center , 2019). The outcome variable for analysis was WSC. The predictor variable for the analysis was perceived PSC. The indirect effect of perceived PSC on WSC was found to be statistically not significant [Effect = -.0736, 95% confidence interval -.2243;.1232] as the bootstrapping confidence intervals contain zero, thus, the indirect effect was statistically not significant (Walden University Academic Skills Center , 2019).

A second process was followed to further confirm this indirect statistically not significant relationship using the Sobel test (Gignac, 2019; Preacher & Leonardelli, 2021). The Sobel test yielded the following results [t-statistic= -0.843, s.e.=.0911, p-value=.398] As the p-value is > 0.05 we can confirm that the indirect effect was statistically not significant and thus fail to reject the H_0.

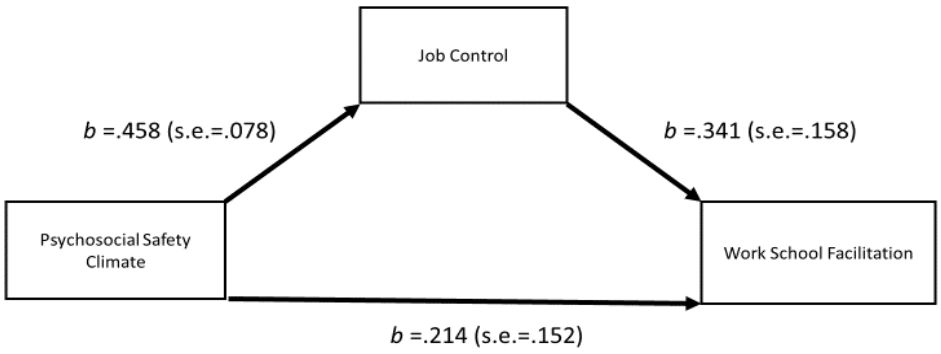
***H_7:* Perceived PSC mediates the negative relationship between JC and WSC.**

To investigate H7 a simple mediation analysis was performed using PROCESS (Walden University Academic Skills Center , 2019). The outcome variable for analysis was WSC. The predictor variable for the analysis was job control. The indirect effect of perceived PSC on WSC was found to be statistically significant [Effect = -.1683, 95% confidence interval -.4750;-.0317] as the bootstrapping confidence intervals does not include zero, thus, the indirect effect was statistically significant (Walden University Academic Skills Center , 2019).

A second process was followed to further confirm this statistically significant indirect relationship using the Sobel test (Gignac, 2019; Preacher, 2021). Step one, involved a bivariate regression analysis between perceived PSC and WSF. Step two, involved a bivariate regression analysis between perceived PSC and job control. Step 3 involved a multiple regression with perceived PSC and job control as predictors and WSF as the dependent variable. Step four was therefore to test statistical significance using the Sobel test calculator (Preacher, An interactive calculation tool for mediation test. , 2021). The Sobel test yielded the following results [t-statistic= -2.005, s.e.=.0957, p-value=.044] As the p-value is < 0.05 we can confirm that the indirect effect was statistically significant and thus reject the H_0. We can therefore conclude, that perceived PSC influenced the negative relationship between JC and WSC and accounted for 53% of the total effect *(total effect=-.3591)*.The results are presented in Figure 11.

Figure 11:

Illustration of mediation results.



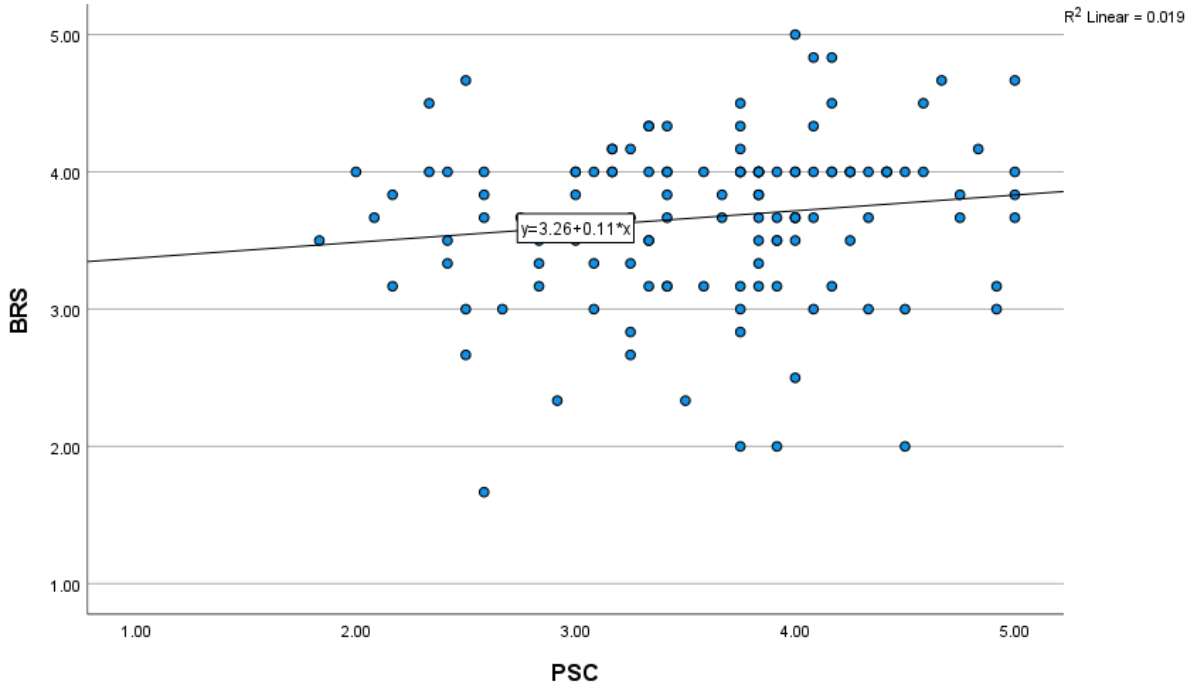
H_8: There is a positive relationship between perceived PSC and resilience for all respondents.

A Pearson product-moment correlation test was appropriate to test H_8 as a correlation between two continuous variables was being assessed (Field, 2017). Bootstrapping was performed, which controlled for deviations from normality using 1000 samples (Field, 2017). This addressed the assumptions of outliers and normality which is necessary to run the Pearson product-moment correlation test. Interval data was met because perceived PSC and WSF was both measured on a 5-point Likert-scale. A one-tailed test was used because direction had been specific in the hypothesis.

The results showed that there was a non-significant positive but weak relationship between perceived PSC and WSF. *r = .139 (p = .120, n = 127).* The bootstrapping results with a 95% confidence interval [-.025,.315] contains zero, there is not sufficient evidence that a relationship exists between these two variables. The scatterplot for linearity shows a weak linear relationship between perceived PSC and resilience with a very slight upward sloping trend line.

Figure 12:

Scatterplot diagram x=Resilience and y=Perceived PSC



A significant relationship does not exist as the p value > .01, therefore we fail to reject the null hypothesis, the conclusion can be made that there is not sufficient evidence for a relationship between perceived PSC and resilience.

H_9: Resilience moderates the relationship between perceived PSC and WSF for non-traditional students.

To investigate whether resilience moderates the relationship between perceived PSC and WSF, a simple moderator analysis was performed using PROCESS (Hayes, 2021). The outcome variable for analysis was WSF. The predictor variable for the analysis was perceived PSC. The moderator variable evaluated for the analysis was resilience. The interaction term of model 1 was not statistically significant [*B=-.3875 ,95% confidence interval (-1.0161;.2411), p>0.05*]. These findings show that there is not sufficient evidence to demonstrate that resilience has a moderative effects on the relationship between PSC and WSF and therefore fail to reject the H_0.

Summary Table for Hypothesis Testing

No.	Hypotheses	Outcome
H_1	There is a negative relationship between perceived PSC and WSC.	Supported
H_2	There is a positive relationship between perceived PSC and WSF.	Supported
H_3	There is a positive relationship between perceived PSC and JC.	Supported
H_4	There is a negative relationship between perceived PSC and PJD.	Supported
H_5	JC mediates the relationship between perceived PSC and WSF.	Supported
H_6	JC mediates the relationship between perceived PSC and WSC.	Not supported
H_7	Perceived PSC mediates the relationship between JC and WSC.	Supported
H_8	There is a positive relationship between perceived PSC and resilience.	Not supported
H_9	Resilience moderates the relationship between perceived PSC and WSF.	Not supported

5. CHAPTER 5: DISCUSSION

The purpose of this study was to gain greater insight into how perceived psychosocial safety climate impacts the work school interface. Exploring the interaction between these variables provides insight into whether perceived PSC yields positive outcomes for employees who study, by reducing work school conflict and promoting work school facilitation. This chapter will include a discussion on the findings as well as general conclusions which can be drawn from the empirical evidence obtained. There will be further discussions on how the findings relate to the literature reviewed and to the hypotheses made. This discussion chapter will also include limitations of the study, suggestions for future research and implications for practice.

After an exhaustive literature review only three antecedents for work school facilitation were confirmed, manager's support, job control and job-school congruence. To date only a theoretical paper considers the quality of the non-traditional student's working environment through PSC (Owen et al., 2018). By focusing on the working environment of non-traditional students and how this affects the outcomes of studying and working, this research builds on the existing research.

Reliability and validity properties of the instruments used in this study

Before engaging in a discussion of the findings of this study it is pertinent to reflect on the quality of the research instruments and the data. The instruments used in the current study were all obtained from research studies which were not conducted in South Africa. A reliability analysis was performed on the instruments used in this study and a Cronbach's alpha of above .7 was confirmed for each of the scales, this is considered an acceptable range for the purpose of statistical analysis (Field, 2017). The EFA conducted also confirmed that the scales which were used to measure WSC, WSF, PSC, JC, PJD and resilience where all unidimensional; this meant that all the items within the scale loaded onto one factor and measured the intended construct. These measures of reliability and validity confirmed their suitability for the current study and further provided confidence in the findings.

Perceived PSC in relation to WSC and WSF

The results indicated a statistically significant and moderately negative relationship between perceived PSC and WSC $r = -.418$ $(p = .004, n = 40)$. This means that as non-traditional students in this study experience higher levels of perceived PSC their levels of WSC decreased. It also showed that these

two constructs were not simply the direct opposite of one another, however perceived PSC does play an important role in reducing the experience of WSC. The results indicated a statistically significant and positive relationship between perceived PSC and WSF *r = .384 (p = .007, n = 40)*. Therefore, as non-traditional students experience higher levels of perceived PSC, they will also experience higher levels of WSF.

The correlation between PSC and WSF was smaller than the correlation between PSC and WSC, which means that the smaller r value for the regression between PSC and WSF indicates that the working environment has a more direct effect on reducing WSC that it has on developing WSF. These results align with theoretical premises by Owen et al. (2018) which stated that PSC provides resources through the shared perception of organisational policies, practices, and procedures designed to protect the psychological health which non-traditional students can use to combat the demands of working and studying. Furthermore, the findings also support Owen et. al (2018) theoretical model which premised that perceived PSC should result in the reduction of WSC and the increase of WSF, because PSC as a resource reduces the impact of the demand (WSC) and can be transferred between roles and so develops WSF.

On average the 40 non-traditional students in this study reported to experience above average levels of PSC *(3.57, n=40) and higher levels of JC (3.85, n=40) to PJD (3.25, n=40).* Of the non-traditional students, 62.5% reported that they received ten or more days of paid study leave per year, and 70% reported that their studies were being funded by their organisation. These findings show that the non-traditional students in this study experienced some level of support specifically for taking on the additional role as a student, which is positive. Not all PSC related policies and practices are designed specifically for employees who study but appear to contribute to a working environment where non-traditional students have resources available to them to help them manage the stress of working and studying. Furthermore, organisation's who make PSC and skills development a priority may be inclined to provide the type of support (e.g. funding of their studies and paid study leave) recommended by scholars such as Adebayo et al. (2006) and Creed et al. (2015).

Adebayo et al. (2006) argued that non-traditional students in Nigeria experienced high levels of work school conflict because of the low levels of organisational support. They specifically made mention to the lack of study funding and paid study leave. They believed that by not providing this type of support organisations were adding to the stress and pressures experienced by non-traditional students. Creed

et al. (2015) and Adebayo (2006) further proposed that employees would experience lower levels of WSC as a result of their perception that their organisation was interested and invested in their studies. Furthermore, Creed et al. (2015) and Butler (2007) have shown a link between rewards for being students and WSF, revealing that WSF is evident if employees experience increased status or privileges due to being students (Creed et al., 2015). The findings of the current study support the notion that support embedded in policies and practices, more especially for non-traditional students, do influence the experience of positive outcomes for employees who study.

The relationship between PSC and, JC and PJD

The results indicated a statistically significant and moderately positive relationship between perceived PSC and JC *r = .466 (p < .001, n = 127)*. This means that as respondents experienced higher levels of perceived PSC their levels of JC increased. This positive relationship shows that PSC influences an increase in employee's experience of JC but is not the sole reason. The results also found a statistically significant negative relationship between PSC and PJD *r =. -374 (p < .001, n = 127)*. The positive relationship between PSC and JC was larger than the negative relationship between PSC and PJD. This probably due to the risk focussed and regulated nature of the jobs in the financial services sector which reduces uncertainty somewhat and yet employees still feeling that they can use their discretion to exceed the expected minimum requirements of their jobs. The results also showed that both non-traditional students and those who were not studying reported above average levels of PSC and higher levels of JC over PJD. These findings were supported by Dollard et al. (2012) who provided empirical evidence which demonstrated that PSC created opportunities for control at the task level and this in turn reduced psychological strain. The results of the study by Idris and Dollard (2011) showed that perceived PSC is a precursor for working conditions that depend on senior managers ability and desire to apply discretion in designing work tasks which protect employee's psychological health. One therefore reasons that organisations with high levels of PSC would therefore not be associated with jobs involving unduly long hours, unstructured and unclear descriptions, unreasonable job requirements, poor and unsupportive management or poor infrastructure.

Research has shown that organisations where employees experience PSC and job control feel that they can make decisions about their jobs and how they do their jobs within an environment where such job control is supported and encouraged, leading to less uncertainty and psychological strain (Idris et al., 2012). These findings are encouraging when considering that the construct PSC which measures

an organisations commitment to the psychological health of their employees shows a statistically significant and negative relationship to psychological job demands. In the heavily regulated, complex and risk averse financial industry sector, the scope of discretion is limited but this is mitigated by the higher levels of employee specialization and job specificity. The results of this study are therefore considered to be consistent with the literature and the realities of the industry.

Analysis of the mediated pathways between PSC, JC and WSF.

The first regression analysis conducted found that job control partially mediated the relationship between perceived PSC and WSF and accounted for 41% of the total effect *(total effect = .3632)*. JC therefore influenced the relationship between perceived PSC and WSF. These findings support Idris and Dollard (2011) who provided empiral evidence that perceived PSC influenced engagement through job resources, in the same way that perceived PSC influenced WSF through job control. They found that managers who had the discretion and the will to create jobs which protect employee's psychological health positively influenced the level of PSC experienced by the employees. This means that PSC is dependent not only on leadership creating policies and practices to protect their employees' psychological health but also on their line managers' will to implement them. As line managers have more to do with actual job design and task level management than top level management it is important that they apply the principles and values of PSC when doing so (Yulita et al., 2017). Line managers support a PSC environment by create roles with clear and structured job descriptions, clear guidelines and reasonable performance standards. Binyamin and Carmeli (2010) found that when employees believe that decisions are made arbitrarily or without clear internal logic, they likely to feel a sense of frustration. On the other hand, when policies and criteria are clear and processes planned and predictable, employees do not have to invest their energy in making sense of managerial decision-making and can put more thought and energy into their jobs and, or their studies (Binyamin & Carmeli, 2010). This would be beneficial to those who are studying when trying to balance work, studies and other commitments.

The current study was unable to provide evidence that JC mediated the negative relationship between perceived PSC and WSC. One would expect JC to correlate positively with PSC and to have no clear correlation with WSC. This study gives and indication that JC on its own, void of the shared perception of organisational policies and practices that protect employees psychological health, will not reduce WSC in any meaningful manner. The results showed that perceived PSC influenced the negative

relationship between JC and WSC and accounted for 53% of the total effect *(total effect=-.3591)*. This confirmed the notion that the relationship between perceived JC and WSC is mediated through PSC. Dollard et al. (2012) proposed that in an environment with perceived PSC, managers are likely to act, make decisions and display behaviours protecting and enhancing employee psychological health through the structuring and implementation of policies, practices and procedures that would influence work conditions. Managers in high PSC environments are likely to design jobs that protect employee wellbeing (Dollard et al., 2012). For example should a non-traditional students be provided with a maximum of ten days study leave (company policy) and given the option to use it as they please, they may then be motivated to ensure that when they take the study leave that they have made the necessary arrangements (job control) to ensure their job is done to the required standard. This would help reduce any anxiety or stress they may experience if they were not able to plan and make arrangements that suit them personally, their studies and their role within the organisation. By providing non-traditional students with the opportunity to fulfil their role with a sense of autonomy that is supported by shared perception of supportive procedures or policies, then it will help reduce their negative experience or WSC.

Analysis of the moderation effect of Resilience on the relationship between PSC and WSF.

The correlation analysis conducted in the current study did not show a statistically significant relationship between resilience and perceived PSC *r =. 139 (p = .120, n = 127)*. Furthermore, there was no evidence of a statistical relationship between resilience and WSF *r =.012 (p = .940, n = 40)*. This finding was aligned to research conducted by Krisor et al. (2015) who found empirical evidence that resilience was positively related to work family balance but not work family conflict. Nicklin et al. (2019) further provided that, resilience as a resource, is likely only made available through adversity or something negative (Nicklin et al. 2019). They further argued that the benefits associated with multi-role management did not link resilience to stress, as it may not be relevant for positive life experiences (Nicklin et al., 2019). Given that the non-traditional students in this study experienced higher levels of WSF than WSC, and further experienced above average levels of PSC their argument seems more plausible for this study.

Taylor et al. (2019) felt that focusing on individual resilience was ineffective when considering an organisational resource like perceived PSC. Taylor et. al (2019) conducted a study on 371 humanitarian service workers and found that through PSC, organisational resilience was indirectly and positively

related to individual resilience via job resources. Organisational resilience is considered by Taylor et al. (2019) as an upstream systems level resource that influences the work context but only indirectly affects individual resilience. This explains the finding that no direct relationship exists between perceived PSC and resilience. A relationship between perceived PSC and WSF being moderated by the personal psychological resource, resilience was found to be inconclusive, and this was attributed to the reasons given above.

Additional findings related to the work school interface

This study has also shown a statistically significant and positive relationship between WSC and PJD *r =. 513 (p = .001, n = 40).* Congruent with research of Bakker and Demerouti (2007), who defined WSC as a demand and posited students experiencing high levels of work school conflict are likely sacrifice their psychological health in the attempt to manage both roles. The findings in this research which demonstrated the negative relationship between PSC and PJD, and WSC therefore further confirms that PSC is appropriate in reducing the negative outcomes of working and studying.

In summary, this research confirms that working conditions are influenced by the presence of PSC and as it directly impacts the work school interface, it is a key mechanism for employers to intervene if they desire to increase the positive outcomes for employees who study. The findings further suggest that by investing in the psychological wellbeing of employees through institutionalised processes, practices and procedures focussed on reducing stress and uncertainty, they will develop a working environment which is likely to encourage more resources than demands, further improving positive experiences for employees whether studying or not. At the same time encouraging positive experience of learning and developing which is beneficial to organisations because it provides ways to improve skills and abilities within their organisations and by so doing improve the organisation's competitive advantage.

5.1. Limitations of the study and future research

Although it is hoped that this study makes contributions to the research related to the work school interface, it is not without limitations. When reflecting on possible methodological limitations of this study there are a number of areas for improvement related to sample, design and method. Firstly, the statistical power of the mediation analysis would be improved with a larger sample (Fritz & MacKinnon, 2007). Secondly, the sample was mainly homogeneous using only participants from the financial services sector. It would be advisable for future research to test the working environment in different

industries in South Africa. Ideally an increase in sample size would provide additional depth to the insights obtained. This would be important in order to ascertain whether there are significant differences in the level of PSC experienced between different sectors in South Africa and how this impacts their employees who are studying.

Future research should consider how various job resources and job demands interact with PSC and the work school interface. The research instrument used to measure additional job resources and job demands would need to be more robust than the 23-item instrument Choi et al. (2014) which was utilized for this study. The 23-item instrument was sufficient for the present study whose intention was to focus on JC and PJD. To gain a fuller insight into the interaction of different job demands and job resources, with PSC and the work school interface, future research may consider using the full 49-item Job Content Questionnaire Karasek et al. (1998), and 16-item short Effort-Reward Imbalance Questionnaire scale (Phipps, Malley, & Ashcroft, 2012) or the 46- item JDR questionnaire, Rothmann and Jordaan (2006). These instruments were not considered appropriate for the current study due to the number of items which would have led to a lengthy survey which scholars have advised may lead to an increase in the number of incomplete responses (Windle et al., 2011).

A further limitation of the current study is the reliance on the self-report method utilised, due the possibility of common method bias (Podsakoff et al., 2003). It is noted, however, that when conducting the EFA analysis all items loaded onto their respective measures, confirming the validity of the instrument selected when measuring the different constructs. Further research could consider mitigating this potential limitation by employing a mixed-method study. By including some qualitative research to provide additional depth to the datum obtained and thereby also reducing the limitation of common-method bias. For example, employee wellbeing and academic outcomes and work performance outcomes are beyond the scope of this study, however, future research could use qualitative methods to investigate the impact of perceived psychosocial safety on these performance variables.

Finally, a substantial percentage of respondents (87.5%) had been working from home in the current study. This study was conducted during stage 1 and 2 of the South African COVID-19 national lockdown, which could have influenced the participants responses to certain items. Due to the COVID lockdown their responses may have been influenced by the working at home environment which involved more flexibility than perhaps going into office, and so being free of other conflicting work

demands. In addition, many respondents may have felt that they are highly resilient because they had made it through the more stringent lockdown stages imposed. Unfortunately, time constraints meant that it was not possible to obtain further data from participants who perhaps were required to be in office to ascertain whether there would be a significant difference in their responses.

5.2. Implications for practice

The theory of PSC promotes the establishment of policies, practices and procedures which promote and protect the psychological health of employees. The theory of PSC proposes that a clear, stable and consistent internal environment is required to reduce the feeling of ambiguity and uncertainty of the working environment. This is important for employees in general but more so for employees who study. Taking on a new role such as that of a student comes with a certain level of uncertainty and risk. Non-traditional students are not able to predict how their studies will play out, or what level of complexity the content contains, or the actual time commitment required. They are also not sure what the impact their studies would have on their primary role as an employee. PSC advocates reducing perceptions of uncertainty and providing a sense of stability and certainty which would be beneficial for non-traditional students (Dollard et al., 2012). The research shows that it is beneficial for non-traditional students to have some level of structure to help them cope with the level of uncertainty managing multiple role management may bring.

This current study provides a compelling case for promoting a working environment where PSC is present, as it finds, with empirical evidence, that when employees perceive PSC to be present, positive outcomes for non-traditional students are evident. The study also shows that in the presence of PSC negative outcomes of working and studying are decreased.

On reflection, PSC comprises of four main aspects, firstly, that organisational leaders promote the reduction and prevention of stress for employees. The practical implications of this could be that managers and leaders attend training on how to have discussions with employees about their mental health, especially their non-traditional students. Seeking to understand what causes the stress and anxiety and then using this information to adjust people practices, improves psychological health in the workplace for both non-traditional students and employees who do not study. Secondly, leaders and managers should also have, "*improving the PSC within the organisation",* as a key performance area which could be monitored through anonymous surveys, and the outcomes reported on to the business.

Early indications of risk for poor PSC outcomes could then be addressed proactively. This would hold managers and leaders accountable and provide employees with feedback on what has been done to improve the psychological health of the organisation. It is also important that there is continuous and consistent messaging about the importance of psychological health in the workplace (Owen et al., 2018).

Thirdly, leadership should prioritise psychological wellbeing over productivity goals. This is especially important when employees are working remotely. It has been reported that employees are often working longer hours than before. Leadership should therefore encourage employees to take time off. Furthermore, when managers are aware that certain projects or tasks may require protracted periods of long hours or high demands, they should prioritise recovery time for employees once the work is completed. If the project seems to run longer than anticipated, recovery time or a pause could be scheduled to protect employees from the related psychological strain on over-exertion. The study further demonstrated that designing and crafting jobs that manifest characteristics related to job control are important when wanting to engender the positive outcomes of work school facilitation for non-traditional students. It is therefore important in practice to ensure that managers are well equipped to do this and are making managerial decisions in accordance with the principles and values of PSC. By providing managers with training on how to craft roles where demands are clear, support is available and expectations well defined, non-traditional students are more likely to have the necessary resources to effectively manage both roles.

Fourthly, organisations should encourage employee involvement in developing systems and work conditions that would assist them in protecting their psychological health at work. Considering non-traditional students, there should be services and benefits in addition to the general employee assistance programmes. Additional benefits could be put in place to assist non-traditional students during their studies, for example, reimbursements for tutoring, academic assistance services, healthy meal delivery services, reimbursement for childcare or housekeeping (Lytle, 2021). This would be dependent on the non-traditional student's personal and study needs. Organisations could also include a policy encouraging self-care, some organisations provide employees with one day self-care leave (Lytle , 2021). Training and coaching on coping skills and stress management could also be of value to non-traditional students in assisting them in protecting their psychological health (Greenwood & Anas, 2021).

This study has also provided empirical evidence that PJD increases the negative outcomes of working while studying. As work stress is considered a risk to both the employee and organisation, there needs to be proactive and responsible actions in place to reduce this stress. These principles are strongly promoted by theory of PSC. It therefore stands to reason that rather than focusing on helping individual employees cope with stress or anxiety once it has manifested, organisations need to invest in policies, practices and procedures to reduce the psychological stress caused by working and studying. This study shows that non-traditional students do experience some level of organisational support while studying. However, it is important that organisations engage with these employees to be certain that the support offered is still relevant and sufficient. Managers could take the time to check in with employees to find out how they are doing, conduct surveys to understand how policies and practices affect employees and get ideas on how matters can be improved.

Organisations comprise dynamic environments and need to be flexible to the changes in the market and operating environment. The notion of a more structured environment as promoted by the theory of PSC may elicit concerns that the organisation may become bureaucratic and inflexible. PSC does not promote the overemphasis of formal rules and standards, but a commitment to and promotion of psychological health through processes, policies and procedures. However, considering the dynamism of an organisation, it would be important to regularly assess the level of stress or strain experienced by employees especially those studying through objective interviews, surveys and or questionnaires. Using this objective data can help to inform future interventions to manager the stress experienced by employees and their non-traditional students.

The benefit of PSC as an additional antecedent in the work school interface for non-traditional students in South Africa is not only relevant, it is paramount. Skills development is a national priority, not only to provide organisation's with competitive advantages in the marketplace, but also for economic growth and the development of society at large. Therefore, this study shows that the implementation of the PSC model in South African organisations is essential to both address the skills shortage in South Africa and enable organisations to adapt to the modern labour market.

6. CONCLUSION

South Africa is faced with immense challenges, predominantly skills shortage, unemployment, poverty, inequality and the resultant depressed economic growth. Accelerated and inclusive economic growth in a country is highly dependent on the levels of skills available in that country (Department of Higher Education and Training, 2018). South Africa has a stark shortage of skilled individuals due to an inadequate and failing education system (Horwitz, 2013). This problem is compounded by the rapidly changing labour market, where specialised skills are needed for the new world of work across industries and many of these training programmes require individuals to acquire tertiary credentials (TISO, 2021).

As a response to this problem, the South African government actively incentivises organisations to develop the skillset of their employees (Department of Higher Education and Training, 2019). For this policy to be successful and sustainable, the private sector has to believe that it will lead to enhanced returns for their shareholders. It is essential for South African organisations to ensure that their workforce is equipped with the skills required for today's jobs and those of tomorrow to facilitate improved business confidence and national economic growth (Department of Higher Education and Training, 2019). Considering the South African context, addressing the nations skills shortage will mean a significant increase in employees who study and work simultaneously (non-traditional students), as they seek to further their studies and/or skills.

These non-traditional students will need structures and support to effectively manage both their roles of employees and students. Research shows that trying to manage both work and school simultaneously can cause psychological strain for non-traditional students (Adebayo et al., 2008). The psychosocial safety climate (PSC) is an emerging construct which refers to the shared perceptions regarding policies, practices and procedures designed to protect the psychological health of employees (Dollard et al., 2012). In our study, we investigated the significance of PSC in a South African context in order to determine the role of the working environment on the work-school interface. We found that the working environment plays a crucial role in the work school interface.

These findings show that PSC is an antecedent to the work school interface in that it promotes the positive outcomes of studying while working (work school facilitation). It further demonstrates that PSC also reduces the negative outcomes (work school conflict). These findings confirmed that the working environment plays a crucial role in the work school interface. These findings will add to the existing

body of research and provide practical insights for enhancing the PSC application within South African organisations who have non-traditional students. The importance of the right working environment for non-traditional students is particularly relevant given the impact of the changes to the nature of work caused by rapid technological innovations in the digital age. These changes have resulted in the redundancy of certain skills / jobs and the extinction of certain organisations who were unable to adapt to the changing operating landscape. The organisations which will survive and thrive in the new world of work are those that proactively encourage and support the continuous learning of their employees, by providing the necessary structure and support for employees who study.

Our findings provide South African organisations with a base framework which they can apply to create, support and sustain a culture of continuous learning. The application of a PSC model would encourage organisations to proactively design policies, practices and procedures which cater for non-traditional students by reducing stress and promoting their psychological wellbeing within the working environment. This in turn would promote the positive outcomes of studying while working (WSF) and reduces the negative outcomes of studying while working (WSC).

Though our research provided valuable insights in the area of PSC and its influence on the work school interface, it is important to consider the limitations highlighted in section 5.1, including the need for future research in this area to be conducted across industries. Therefore, future research in this area is needed to enhance our understanding and application of the PSC model in a South African context. Despite this, it is clear that organisations that promote continuous learning environments are more innovative and adaptable than those who don't (da Fonseca et al., 2019). In the unpredictable business and working environments attendant in the digital age, this work emphasises the relevance of a PSC model for South African organisations to successfully adapt to the modern market.

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APPENDIX A: Biographical, demographic and employment profile of respondents

Table A1:

Biographical, demographic and employment profile of respondents

Item	Category	Population		Non-traditional Students only	
		(n) 128	***%***	***(n) 41***	***%***
Gender	Male	44	34.4%	14	34.1%
	Female	84	65.6%	27	65.9%
Age	22 – 29	28	21.9%	14	34.1%
	30 – 39	63	49.2%	17	41.5%
	40 – 49	28	21.9%	6	14.6%
	50 – 59	9	7.0%	4	9.8%
Marital Status	Single	30	23.4%	15	36.6%
	Married	8o	62.5%	17	41.5%

	Divorced	3	2.3%	1	2.4%
	In a relationship but not cohabiting	8	6.3%	5	12.2%
	In a relationship and cohabiting	6	4.7%	2	4.9%
	Prefer to not disclose	1	0.8%	1	2.4%
Dependents	0	29	22.7%	16	39.0%
	1	25	19.5%	5	12.2%
	2	26	20.3%	9	22.0%
	3	21	16.4%	4	9.8%
	>3	27	21.1%	7	17.1%
Years of experience	<1 year	6	4.7%	3	7.3%
	1 – 5 years	18	14.1%	9	22.0%
	6 – 10 years	27	21.1%	9	22.0%
	>10 years	77	60.2%	20	48.8%
Average working hours	< 22 working hours	1	0.8%	1	2.4%

	23 – 39 working hours	5	3.9%	3	7.3%
	40 working hours	36	28.1%	9	22.0%
	>40 working hours	86	67.2%	28	68.3%
Contractual working hours	< 22 working hours	2	1.6%	1	2.4%
	23 – 39 working hours	9	7.0%	2	4.9%
	40 working hours	102	79.7%	30	73.2%
	>40 working hours	15	11.7%	8	19.5%
Employment Type	Permanently employed	118	92.2%	34	82.9%
	Employed on a fixed term contract	9	7.0%	6	14.6%
	Self employed	1	0.8%	1	2.4%
Job Level	Non-managerial	94	73.4%	30	73.2%
	Managerial	34	26.6%	11	26.8%
Working from home due to COVID lockdown	Yes	112	87.5%	34	82.9%
	No	16	12.5%	7	17.1%

APPENDIX B: Study profile of the non-traditional students

Table B1:

Study profile of the non-traditional students

Item	Category	(n) 41	%
Engage in what type of studies	Certificate	10	24.4%
	Diploma	2	4.9%
	Technical qualification	1	2.4%
	Undergraduate degree	3	7.3%
	Honours	2	4.9%
	Postgraduate Diploma	1	2.4%
	Masters	11	26.8%
	PhD	1	2.4%
	Professional Qualification (CFA, Actuarial exams, CAIA, CFP etc.)	9	22.0%

	Other	1	2.4%
Learning Institution	Private / Public university	15	36.6%
	Online college	11	26.8%
	Distance Learning	10	24.4%
	Other	5	12.2%
Reasons for studies	Required by employer	2	4.9%
	Directly aligned to my career aspirations	17	41.5%
	Continuous Professional Development / learning related to my job	12	29.3%
	Preparing for a change in career	4	9.8%
	Job promotion	4	9.8%
	Personal interest	2	4.9%
Paid study leave days available	0	6	14.6%
	1-5	5	12.2%
	10	20	48.8%

	>10	6	14.6%
	Other	4	9.8%
Annual leave used for studies	Yes	24	58.5%
	No	17	41.5%
Studies funded by employer	Yes	28	68.3%
	No	13	31.7%
Of which 64.2% are required to pay back if unsuccessful on their first attempt	Yes	18	64.2%
	No	10	35.7%
Highest Qualifications of non-traditional students	Grade 12	2	4.9%
	Diploma / Certificate	5	12.2%
	Undergraduate degree	8	19.5%
	Honours	15	36.6%

Postgraduate	4	9.8%
Masters and PHD	7	17%

APPENDIX C: Perceived psychosocial safety climate (PSC12)

PSC 12 (Hall, Dollard & Coward, 2010)

Response scale: 1 = Strongly disagree to 5 = Strongly agree

No.	Items
Q1	In my workplace senior management acts quickly to correct problems/issues that affect employee's psychological health.
Q2	Senior management acts decisively when a concern of an employee's psychological status is raised.
Q3	Senior management show support for stress prevention through involvement and commitment.
Q4	Psychological well-being of staff is a priority for this organisation.
Q5	Senior management clearly considers the psychological health of employees to be of great importance.
Q6	Senior management considers employee psychological health to be as important as productivity.
Q7	There is good communication here about psychological safety issues which affect me.
Q8	Information about workplace psychological well-being is always brought to my attention by my manager.
Q9	My contributions to resolving occupational health and safety concerns in the organisation are listened to.
Q10	Participation and consultation in psychological health and safety occurs with employees', unions and safety representatives in my workplace.
Q11	Employees are encouraged to become involved in psychological safety and health matters.
Q12	In my organisation, the prevention of stress involves all levels of the organisation.

APPENDIX D: Job Demands and Job Resources

17 JCQ and 5 ERIQ (Choi, et al., 2014)

Response scale: 1 = Strongly disagree to 5= Strongly agree

No.	Items
Q1	My job requires that I learn new things.
Q2	My job requires me to be creative.
Q3	I have an opportunity to develop my own special ability.
Q4	On my job, I am given a lot of freedom to decide how I do my work.
Q5	I have a lot to say about what happens on my job.
Q6	My job requires working very fast.
Q7	My job requires working very hard.
Q8	I am not asked to do an excessive amount of work.
Q9	I have enough time to get the job done.
Q10	I am free from conflicting demands others make.
Q11	My job requires lots of physical effort.
Q12	My co-workers are friendly.
Q13	My co-workers are helpful in getting the job done.
Q14	I am exposed to hostility or complicity from my co-workers.
Q15	My supervisor is concerned about the welfare of those under him / her.
Q16	My supervisor is successful in getting people to work together.
Q17	My job security is good.
Q18	I have many interruptions and disturbances in my job.

Q19	Over the past years, my job has become more and more demanding.
Q20	I am treated unfairly at work.
Q21	My job promotion prospects are poor.
Q22	I receive the respect and prestige I deserve at work.
Q23	My salary / income is adequate.

APPENDIX E: Work School Conflict

WSC (Markel & Frone, 1998)

Response scale: 1 = Never to 5 = Always

No.	Items
Q1	My job demands and responsibilities interfere with my university work.
Q2	I spend less time studying and doing homework because of my job.
Q3	My job takes up time that I would rather spend at university or on my university work.
Q4	Because of my job, I go to university tired or lack energy when doing my university work.

APPENDIX F: Work School Facilitation

(Butler, 2007)

Response scale: 1 = Strongly disagree to 5 = Strongly agree

No.	Items
Q1	The things I do at work help you deal with personal and practical issues at university.
Q2	The things you do at work make you a more interesting person at university.
Q3	The skills you use on your job are useful for things you have to do at university.
Q4	Having a good day at work makes you a better student.
Q5	Talking to someone at work helps you deal with problems at university.

APPENDIX G: Brief resilience scale (BRS)

(Smith, et al., 2008)

Response scale: 1 = Strongly disagree to 5 = Strongly agree

No.	Items
Q1	I tend to bounce back quickly after hard times.
Q2	I have a hard time making it through stressful events.
Q3	It does not take me long to recover from a stressful event.
Q4	It is hard for me to snap back when sometime bad happens.
Q5	I usually come through difficult times with little trouble.
Q6	I tend to take a long time to get over setbacks in my life.

APPENDIX H: Biographical details

Item	Category
Gender	Male Female Gender variant / non-conforming Prefer to not disclose
Age	22 – 29 30 – 39 40 – 49 50 – 59
Marital Status	Single Married Divorced In a relationship but not cohabiting In a relationship and cohabiting Prefer to not disclose
Dependents	0 1 2 3 >3
Years of experience	<1 year

	1 – 5 years 6 – 10 years >10 years
Average working hours	< 22 working hours 23 – 39 working hours 40 working hours >40 working hours
Contractual working hours	< 22 working hours 23 – 39 working hours 40 working hours >40 working hours
Employment Type	Permanently employed Employed on a fixed term contract Self employed
Job Level	Non-managerial Managerial
Working from home due to COVID lockdown	Yes No

ANNEXURE I: Formal letter requesting permission to conduct research

UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA · UNIVERSITEIT VAN KAAPSTAD

PERMISSION TO CONDUCT RESEARCH REQUEST

Title of the Study

An analysis of the relationship between perceived psychosocial safety climate and the work-school-interface for non-traditional students in South Africa

Dear

My name is Kelly April, and I am a student at the University of Cape Town (UCT) completing my Master of Philosophy in People Management. I am conducting research regarding the working environment and how it impacts the work school interface under the supervision of Associate Professor Suki Goodman (suki.goodman@uct.ac.za). I am writing to seek your permission to conduct research within your organisation. I would like to invite your employees to complete an online questionnaire to this end. I can confirm that this study will meet the requirements of the Commerce Faculty in Research Committee.

Aims of the Research

The research aims to:

- Add to the existing body of knowledge on organisational resources which support non-traditional students to achieve success both academically and within the workplace.
- Determine whether perceived psychosocial safety climate impacts non-traditional students' experience of work school conflict or work school facilitation.
- Propose policies and practices which employers could adopt to buffer the identified possible negative psychological outcomes associated with working and studying.

Study Procedure

- Employees who study will be requested to complete an on-line, web-based questionnaire via email.
- The questionnaire will contain several questions related to perceived psychosocial safety climate, job demands, job resources, work school conflict, work school facilitation and resilience. There will also be certain demographic questions, such as gender, marital status and number of children dependents.
- The instruments selected to measure perceived psychosocial safety climate, job demands, job resources, work school conflict, work school facilitation and resilience have demonstrated acceptable reliability and validity to be used in research.
- The questionnaire is web-based to make it simple and easy to complete, and for efficient reporting and analysis.

- To ensure overall consistency in responses, participants will be asked to complete this questionnaire in one sitting at one computer. We predict that the completion of the questionnaire will take approximately 10 minutes.

Risks

The risk of this study is minimal, and all responses will be recorded anonymously. Participants may decline to answer any of the questions and may terminate their involvement at any time if they choose.

Benefits and compensation

Participants who complete the survey can choose to include their email addresses in a lucky draw opportunity. Please note that the email addresses will be delinked from the research questionnaire. The prize being one of 6 Takealot vouchers valued at R1000. The motivation behind the lucky draw opportunity is to hopefully encourage large numbers of respondents to complete the survey.

Confidentiality

All responses will be kept anonymous. Please be aware of the following:

- The analysis of data will be done entirely objectively, and this research will be used solely for the purpose of this study.
- An executive summary report will be sent to you, on completion. Please note that no identifiable data will be made available to your organisation or any other organisation involved in the study.

If you have any concerns related to the process, confidentiality, or need further information, you are welcomed to contact me.

Sincerely,

Kelly April

INFORMED CONSENT

By signing this consent form, I confirm that I have read and understood the information and have had the opportunity to ask questions. I understand that the participation of my company is voluntary and that respondents are free to withdraw at any time, without giving a reason and without cost.

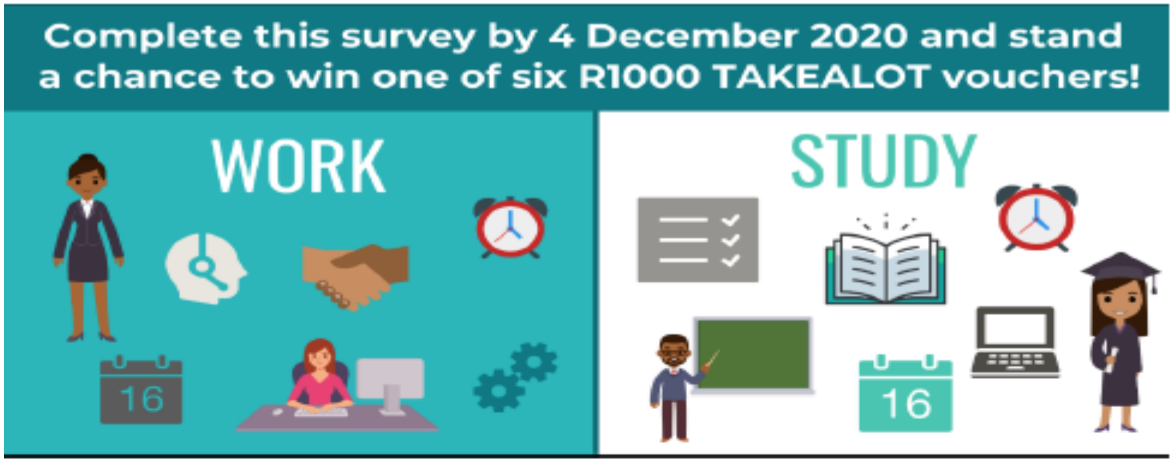
Name and Surname: _____

On behalf of: _____

Signature: _____

Date: _____

APPENDIX J: Email for distribution



Hello

I'm Kelly April, a Master's in Philosophy student at the University of Cape Town. As part of my final thesis, I'm conducting independent research focused on employees who study, and their experience of the psycho-social support provided by their organisations.

I am also interested in the difference between the experiences of employees who study and those who are not studying. Respondents therefore need to be employed, but not necessarily studying to answer this questionnaire.

The survey should take 10 minutes to complete. Participation is voluntary and you are free to withdraw at any point. Information provided by you remains confidential and will be reported on in summary format only, with no mention of your or your organisation's name.

Complete the survey by 4 December 2020 and you'll be entered into a lucky draw to win one of six R1000 Takealot gift vouchers.

CLICK HERE TO START THE SURVEY

Thank you for your participation!

Best regards

Kelly April

Should you like to confirm the legitimacy of this email please feel free to contact me on 082 408 0947

APPENDIX K: Introduction to the survey

Dear participant

Thank you for taking the time to complete this survey, it is greatly appreciated. My research is focused on employees who study and their experience of the psychosocial support provided by their organisations. I am also interested in the difference between the experiences of employees who study and those who are not studying. Respondents therefore need to be employed but not necessarily studying in order to complete this questionnaire.

The survey should take approximately 10 minutes to complete. Participation in this study is voluntary and you are free to withdraw at any point in the study. Information provided by you remains confidential and will be reported on in summary format only. This research is approved by the University of Cape Town (UCT) Commerce Faculty Ethics in Research Committee. By completing this survey, you consent to participate in the study.

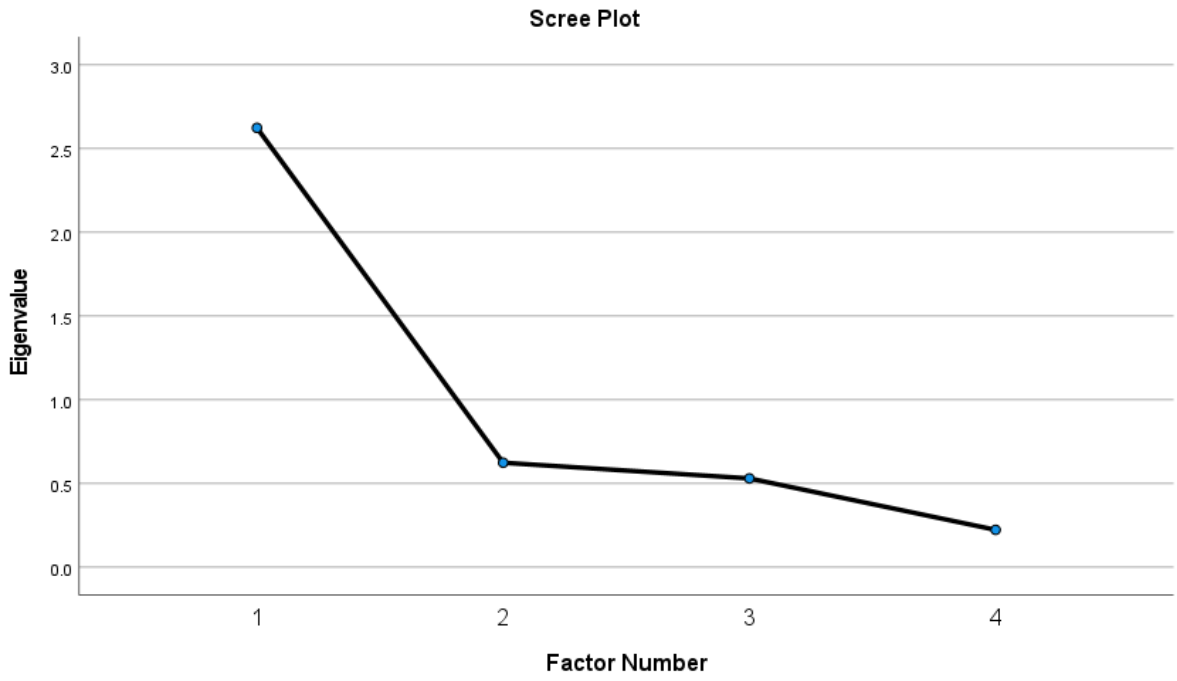
At the end of the study there will be a lucky draw to win one of six R1000 Takealot gift vouchers. To participate please click on the link at the end of the survey which would take you to a separate survey where your name, cell phone number and email address will be requested.

Please contact the researcher Kelly April on aprkel001@myuct.ac.za should you have any questions or require further information.

This survey will expire on 4 December 2020

- ○ Let's get started
- ○ No, thank you

APPENDIX L: WSC scree plot and factor analysis



Factor Matrix WSC

	Factor 1
WSC1	.840
WSC2	.844
WSC3	.655
WSC4	.602

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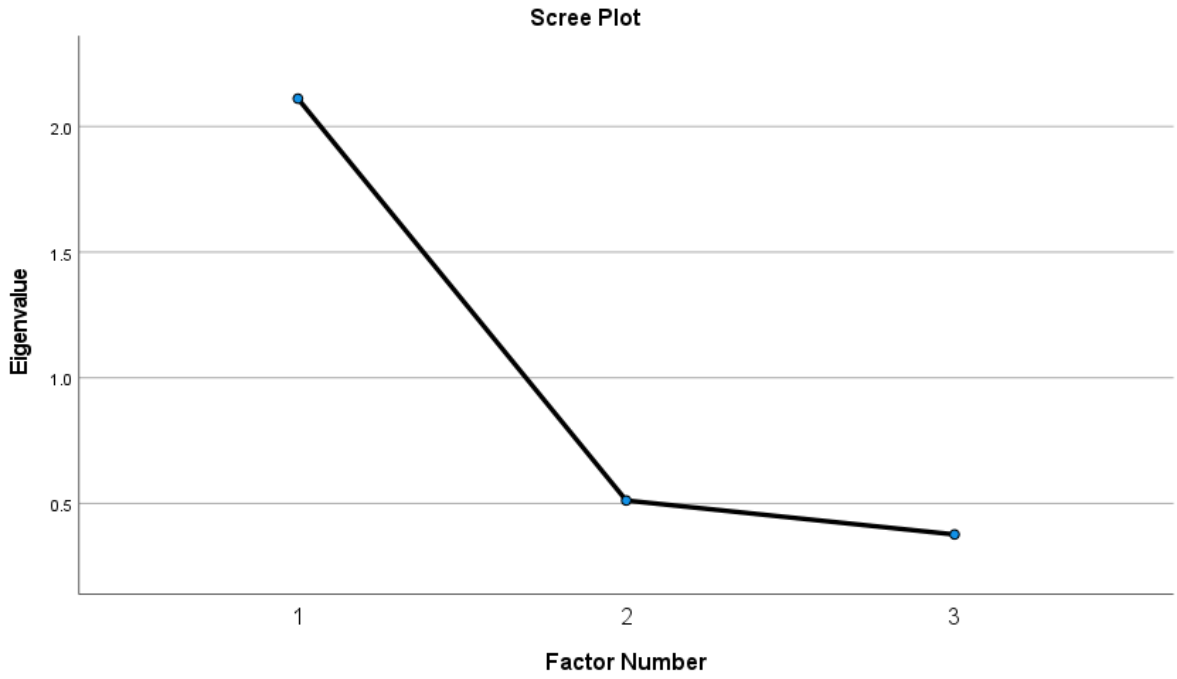
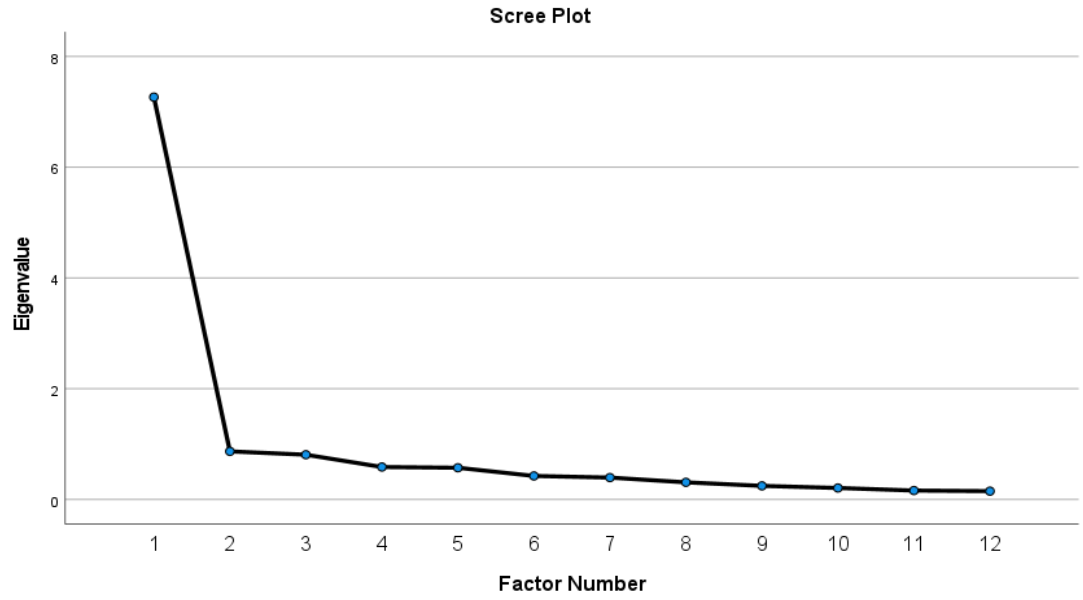
APPENDIX M: WSF scree plot and factor analysis



Factor Matrix WSF

	Factor 1
WSF1	.797
WSF2	.661
WSF3	.781

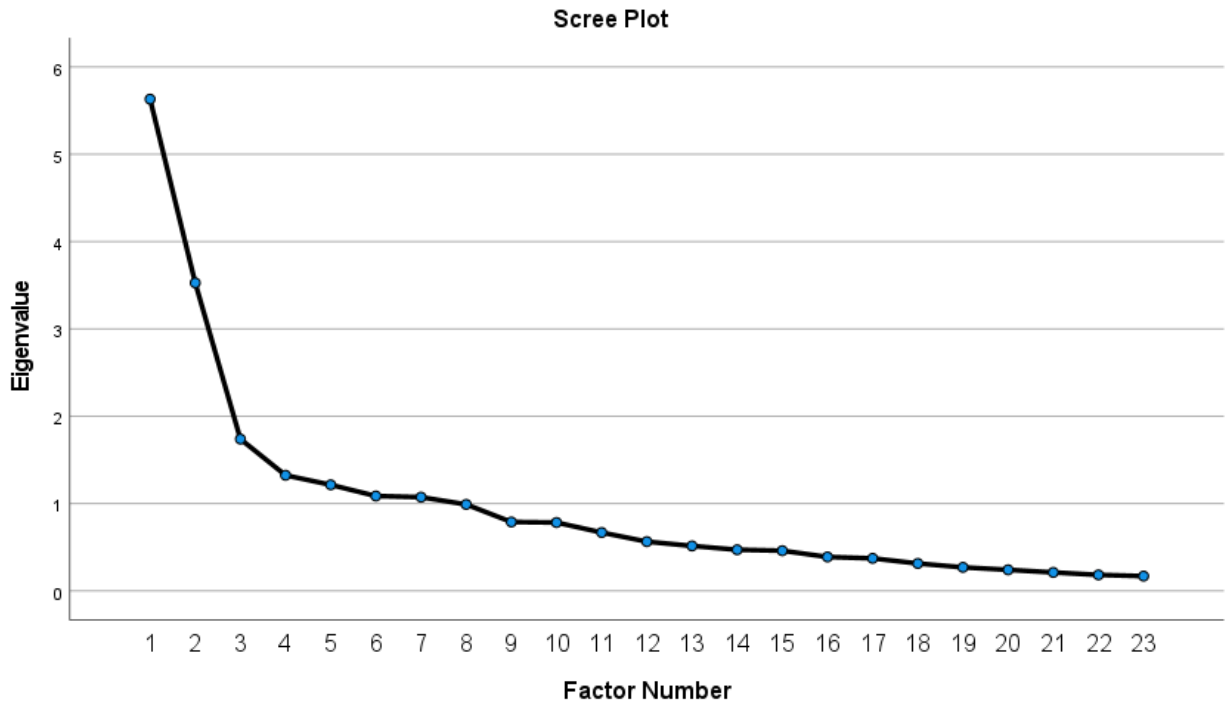
APPENDIX N: PSC 12 scree plot and factor analysis



Factor Matrix PSC

	Factor 1
PSC1	.708
PSC2	.844
PSC3	.546
PSC4	.679
PSC5	.802
PSC6	.745
PSC7	.859
PSC8	.841
PSC9	.845
PSC10	.790
PSC11	.705
PSC12	.646

APPENDIX O: 17 JCQ and 6 ERIQ scree plot and factor analysis

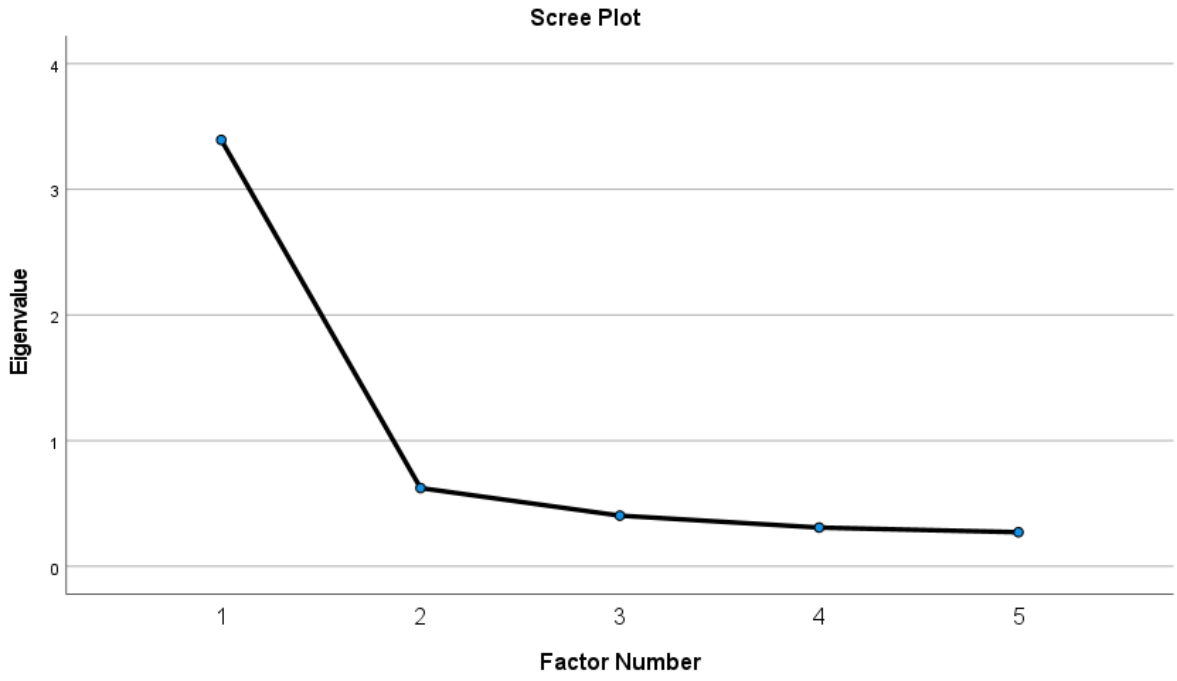


Factor Matrix 17 JCQ and 6 ERIQ

	Factor						
	1	2	3	4	5	6	7
JCQ_ERIQ1	.595	.412	-.035	.097	-.136	.103	.075
JCQ_ERIQ2	.635	.421	-.125	.032	-.185	.313	.240
JCQ_ERIQ3	.784	.183	-.050	-.076	-.076	.237	-.009
JCQ_ERIQ4	.680	.338	-.189	-.333	.110	.026	-.041
JCQ_ERIQ5	.684	.309	-.239	-.250	-.029	-.062	.006
JCQ_ERIQ6	.200	.357	.224	.342	-.069	-.169	.177
JCQ_ERIQ7	.211	.638	.061	.499	-.181	-.316	-.002
JCQ_ERIQ8	-.261	.556	.257	-.020	-.142	.156	-.297
JCQ_ERIQ9	-.365	.612	.209	-.110	-.039	.055	-.291
JCQ_ERIQ10	-.359	.404	.137	-.104	.322	-.025	-.087
JCQ_ERIQ11	-.046	.066	-.075	.044	-.027	-.019	-.065
JCQ_ERIQ12	.537	-.023	.543	-.239	.111	-.015	.159
JCQ_ERIQ13	.438	-.205	.507	-.026	.058	-.031	.162
JCQ_ERIQ14	-.003	-.216	.508	-.106	.003	.015	-.004
JCQ_ERIQ15	.496	-.027	.043	.315	.323	.298	-.169
JCQ_ERIQ16	.546	-.266	.110	.339	.264	.136	-.111

JCQ_ERIQ17	.485	.074	-.007	-.170	.041	-.370	.018
JCQ_ERIQ18	-.008	.591	-.218	-.026	.535	-.165	.076
JCQ_ERIQ19	-.063	.624	.197	-.066	.056	-.010	-.007
JCQ_ERIQ20	-.629	.210	-.151	.080	.037	.144	.181
JCQ_ERIQ21	-.441	.090	-.020	.002	.165	.085	.276
JCQ_ERIQ22	-.607	.201	.080	.064	.156	.170	.214
JCQ_ERIQ23	-.547	.411	.131	-.165	-.196	.112	.137

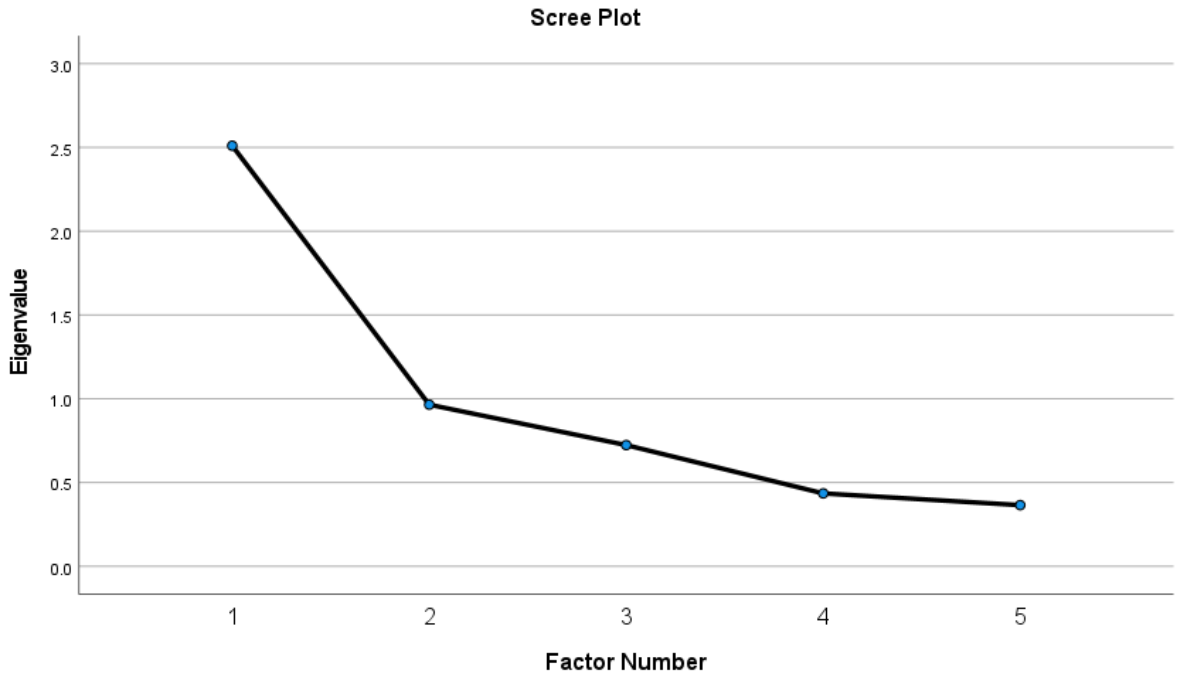
APPENDIX P: Job control scree plot and factor analysis



Factor Matrix Job Control

	Factor 1
JCQ_ERIQ1	.713
JCQ_ERIQ2	.791
JCQ_ERIQ3	.807
JCQ_ERIQ4	.772
JCQ_ERIQ5	.785

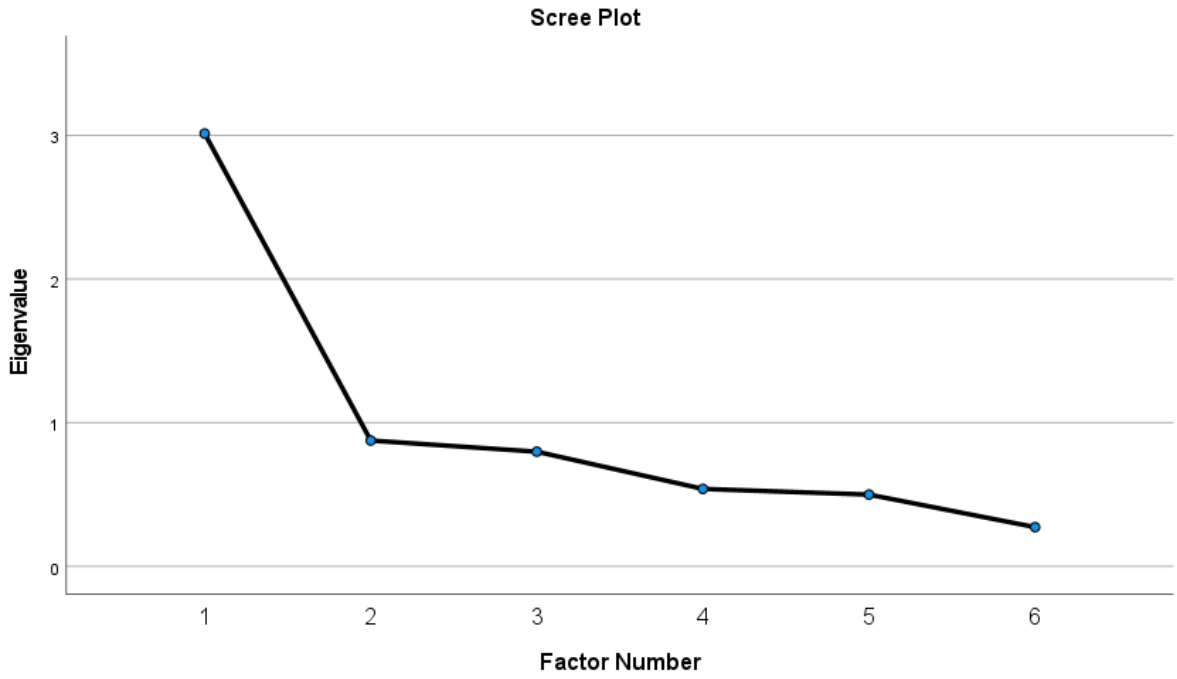
APPENDIX Q: Psychological job demands scree plot and factor analysis



Factor Matrix Psychological Job Demands

	Factor 1
Reverse coded	.625
Reverse coded	.812
Reverse coded	.568
JCQ_ERIQ18	.452
JCQ_ERIQ19	.605

APPENDIX R: Resilience scree plot and factor analysis



Factor Matrix Resilience

	Factor 1
BRS1	.628
BRS2	.676
BRS3	.466
BRS4	.844
BRS5	.368
BRS6	.773

APPENDIX S: Independent Sample T-Tests

TABLE S1:

Results of the t-test and descriptive statistics of PSC, BRS, JC and PJD for non-traditional students vs. employees not furthering their studies.

Outcome	Further Study						95% CI for Mean Difference	t	df
	Yes			No					
	M	SD	N	M	SD	n			
PSC	3.5792	.74079	40	3.6427	.72781	87	-.06355	-.455	125
BRS	3.6542	.48976	40	3.6820	.65179	87	-.02783	-.240	125
JC	3.8450	.71395	40	3.9540	.72027	87	-.10902	-.795	125
PJD	3.2450	.64289	40	3.2575	.67851	87	-.01247	-.098	125

*Note: SD = Standard Deviation, M = Mean, df = degrees of freedom, *p<.05, **p<.001*

TABLE S2:

Results of the t-test and descriptive statistics of PSC, BRS, JC, PJD, WSC and WSF by gender.

Outcome	Gender						95% CI for Mean Difference	t	df
	Male			Female					
	M	SD	N	M	SD	n			
PSC	3.634	.66766	44	3.6155	.76419	83	0.02090	0.153	125
BRS	3.7159	.62731	44	3.6506	.59333	83	0.6531	0.579	125
JC	4.0409	.56828	44	3.8554	.78044	83	0.18549	1.392	125
PJD	3.2091	.71262	44	3.2771	.64152	83	-0.06802	-.547	125
WSC	2.9821	.95305	14	3.3846	.76887	26	-.40247	-1.451	38
WSF	3.6429	.68518	14	3.6410	.72371	26	.00183	.008	38

*Note: SD = Standard Deviation, M = Mean, df = degrees of freedom, *p<.05, **p<.001*