

**Thriving at Work and Moderating Effect of Workplace Support on Subjective Well-being  
among Bankers in Ibadan Metropolis**

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## Certification

This is to certify that Mistura Oluwaseun AKINOLA with matriculation number LCU/PG/001078 carried out this research work titled “Thriving at Work and Moderating Effects of Workplace Support on Subjective Well-being among Bankers in Ibadan metropolis” in the Department of Psychology, Faculty of Management the Social Sciences, Lead City University, Ibadan, Oyo state, for the award of Master of Science Degree (M.Sc.) in Industrial Psychology under my supervision.

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**Date**

## **Dedication**

This research work is dedicated to God Almighty.

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## Acknowledgment

I am thankful to the management of Lead City University, Ibadan, Oyo state, where my research work was conducted, thank you for all the resources provided to make my thesis a reality, and for grooming knowledge in me all through my stay here.

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“Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work”

## Abstract

This study investigated the influence of thriving at work, and the moderating effect of workplace support on the subjective well-being (SWB) of bank employees at selected local governments in Ibadan Metropolis, Oyo State. The study is a cross-sectional design using a survey method. Social Comparison Theory guided the study. A total of 402 bank employees was determined by Cochran formula, as multistage random sampling was engaged to select the banks from 5 local governments in Ibadan. Participants age ranging from 20 to 60 years ( $X = 35.4$ ;  $SD = 7.4$ ). Data were collected using a standardized questionnaire measuring Thriving at work, Workplace Support, and SWB. Four hypotheses were tested using ANOVA and regression analysis. Result showed Thriving at work has significant main effect on SWB, ( $F(1,394) = 21.86, P < .01$ , coworker  $F(1,394) = 14.88, P < .01$ ). Learning thriving at work has a significant main effect on SWB,  $F(1,395) = 37.24, P < .01$ . Supervisor support ( $F(1,395) = 39.67, P < .01$ ). The result also showed a significant interaction effect between learning thriving at work and supervisor support on SWB. Effect of thriving at work was significantly positive ( $\beta = .38, SE = .10, t = 7.97, P < .05$ ). Thriving at work and workplace support have joint predictive influence on SWB ( $R^2 = .258, F(2,399) = 69.348, P < .05$ ). Thriving at work has significant independent influence on SWB ( $\beta = .279, t = 6.229, P < .05$ ) and workplace support has significant independent influence on SWB ( $\beta = .357, t = 7.987, P < .05$ .) In conclusion, there is a significant linkage between workplace support and thriving at work on SWB. Study recommends that organizations should provide enabling environment where employees can thrive favorably without hindrance.

**Keywords:** Energetic at work, Learning at work, Subjective well-being, Thriving at work, Workplace support, Moderation.

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## List of Acronyms

Abbreviation	Meaning	Page
SWB	Subjective Well-being	1
DRM	Day Reconstruction Method	16
ESM	Experience Sampling Method	16
SDT	Self Determination Theory	24
PsyCap	Psychological Capital	25
HR	Human Resources	29
POS	Perceived Organizational Support	30
EMBA	Executive Master of Business Administration	37
SPSS	Statistical Package for Social Sciences	41
HBL	Habib Bank Limited	42
UBL	United Bank Limited	42
MCB	Muslim Commercial Bank	42
NBP	National Bank of Pakistan	42
SWLS	Satisfaction with Life Scale	52
HRQOL	Health-Related Quality of Life	54
UK	United Kingdom	58
F	Frequency	94
df	degree of freedom	94
Sig	Significance probability	94

## Chapter One

### Introduction

#### 1.1 Background to the Study

The well-being of an employee is universally the characteristic part of a worker's life experience and usefulness at work is multi-faceted, and context-specific. The actuality of today's society proposes that not only the emotional and physical, but societal aspects are essential in evaluating workers' well-being. Bankers face a lot of challenges at the workplace, and most of these challenges can be related to marginalization and discrimination which include exclusion from bonus payments, lack of promotion especially when the worker is a Contract staff vying for executive posts, lack of salary increment, exclusion from training, learning and development, absence of incentives for working overtime, fear of retrenchment, among others thereby leading to their lack of subjective well-being.

The term "well-being," which is used to describe a person's entire state of health, encompasses more than just the absence of physical or mental disorders. It also refers to the person's whole experience and quality of life<sup>1, 2</sup>. The concept of well-being is crucial since it constantly affects human behavior, the world's population, as well as communities and organizations<sup>3</sup>. Because employees are part of a larger society, the Organization for Economic Co-operation and Development (OECD) said in a statement that their well-being should not be seen as entirely different from what their society has to offer<sup>4</sup>. Psychologists and Sociologists, among others, have stressed that well-being and overall quality of life are not just about human functioning in an adequate manner but also about the connection between functioning and pleasure with one's own accomplishments as a social being<sup>2</sup>.

In Nigeria generally, and specifically among bank employees, work stress, deadline pressure, dangerous jobs, bad client interactions, and complete estrangement between employees and their separate families serve as drivers of poor well-being<sup>5, 6</sup>. Despite the fact that there are a number

of obvious social issues affecting workers in Nigeria's banking sector, which lead to job dissatisfaction and poor well-being, the research topics related to well-being in the industry largely ignore the aspects of other issues and instead assume that organizational well-being is solely dependent on psychological and physical factors.

Predilection fulfillment reasons center primarily because an individual's well-being is heightened the more that human beings can assure their liking. From this standpoint, it is preferred as a surrogate for well-being, as improved revenue can produce enhanced selection. The ensuing dual perspectives emerging from the guidelines either enhance quantitative conditions such as learning or healthiness or raise the selections individuals possess due to increasing median earnings. It is disputed that human opinion is essential to grasp a person's well-being, as the singular personnel who distinguishes whether a person is undergoing wellness is that individual<sup>7</sup>.

Growing levels of SWB in society and organizations are today considered an essential focus of public policy across the globe and, in Britain, there is an increasing focus on its measurement and improvement at the national level. There is also an intensified curiosity about whether, and how, enhancements in well-being may be a factor in economic growth. For example, boosting individuals' subjective well-being has a contributory influence on their physical health, progresses their gradations of originality and problem-solving, stirs pro-social performance, and restored degrees of obligation at the effort <sup>8</sup> . Enhanced SWB thus has the potential to enable employee/public servants to work harder or 'smarter' and, indeed, a causal link flanked by amplified well-being and upgraded yield at the grade of the individual has recently been established in laboratory experiments.

Even so, there is no conviction that elevated subjective well-being for personal workers will transform into efficiency or cost-effectiveness at the level of the administrative center or corporate location. First, in agencies or companies, group dynamics play a part such that the damaging attitudes of one employee may trickle over to others, thereby weakening the functioning of the

group as a unit. Second, attempts on the part of the employer to increase SWB are likely to suffer some losses, and so any augmented profit may not principally have a beneficial imprint on the organization's wide-ranging commercial procedure.

Also, the fact that every organization seeks a high level of productivity informed numerous studies on variables that contribute to a high level of organizational performance. Possessing an operative with the elevated status of subjective well-being is one that could promote employees to deliver maximally. Various factors can contribute to subjective well-being among employees, especially bankers, however, this study will focus on the character of thriving at work as it narrates subjective well-being and the moderating influence of workplace support. Being a banker comes with a high level of demand and stress. The fact that bankers work with cash and figures makes it important to ensure that they are at their best. Thriving at work is one important variable that ensures that employees are in the right frame of mind to deliver their best to the organization.

Human thriving at work has attracted the interest of social and behavioral scientists for several decades<sup>9</sup>. In the larger psychological narrative, thriving is characteristically conceptualized as a vibrant process of adjustment to physical, psychological, or social adversity, that leads to positive conclusions such as personal growth and enhanced functioning in the organization. Organizational conduct and supervision investigators focus on a somewhat distinct meaning of thriving. The term "thriving at work" has been studied and discussed by many scholars in different areas like art, philosophy, psychology, and science. Thriving at work is demonstrated out of enjoyable moods and positive sensations, subjective well-being, and positive approaches and in recent years the interest in bliss has extended to the workplace<sup>10</sup>.

Specifically, some groups of researchers expressed thriving at work as a constructive mental state exemplified by a collaborative feeling of vitality and learning. More specifically, these investigators propose that employees who are flourishing live through personal growth by feeling rejuvenated and alive (i.e., vitality) and by having a sense of repeatedly obtaining and employing

knowledge (i.e., learning). Some researchers also revealed that thriving at work illuminates how certain individual attributes (knowledge, positive affect), interpersonal/relational characteristics (support, trust), contextual features (e.g., job autonomy, the climate of trust), and agented work manners (e.g., task focus, exploration) lead to thriving at work. Thriving, in turn, consequences in wonderful worker outcomes, such as fitness and development. Within their framework, the researchers expect that thriving at work is now not mechanically cultivated with the aid of certainly putting off or reducing the impact of stressors. Instead, they propose that thriving at work requires will increase in favorable person and relational traits and contextual features. Thus, in distinction to ordinary conceptualizations in the broader psychological literature that emphasizes previous hardship, it was once argued that “thriving can show up with or barring adversity”.

Thriving is a paramount stimulant for revolutionary work conduct. When personnel is getting to know (the cognitive dimension of thriving) in the workplace, they achieve information on how to do their duties effectively. They research to perceive issues and come up with new solutions. With the assistance of the ability of learning, personnel attains conceivable for new approaches to doing tasks; since, gaining knowledge at work enhances employees’ self-confidence which allows the implementation of revolutionary thoughts in fixing challenges in their banking routines. Previous work additionally indicates that vitality (affective dimension of thriving) expedites employee involvement in innovative work behaviors, due to the fact when personnel experience vitality at their workplace, they will most likely have electricity and motivation to take part in revolutionary work tasks<sup>11</sup>. Another component viewed in the route of this lookup is the extent of support provided at the workplace. Workplace aid is blended instrumental support, emotional support, and mentoring obtained from each colleague and supervisor. Support is a casual social community that gives men and women expressions of emotional issues or empathy, sensible assistance, informational aid, or appraisal. In different words, the place of job guide focuses on

collaborative hassle fixing and sharing information, reappraising conditions, and acquiring recommendations from a range of personnel such as colleagues, supervisors, and managers. Recent investigations of the place of business guides have centered on evaluating the influence of guides obtained from a range of sources, normally supervisors and colleagues.

Employees who spend a full-size section of their lives at the workplace are based on their job to meet numerous non-public needs. In different words, help at the place of work represents a range of interpersonal behaviors between carriers and recipients that can beautify an individual's psychological or behavioral functioning (i.e., psychological well-being) through demonstrations of "human-heartedness" at the workplace. Hence, the fundamental goal of this finds out about is to check out the effect that administrative center assistance has on the interplay between thriving at work and subjective well-being.

Modern groups and banking regions count on their personnel to be proactive and exhibit initiative, take duty for their personal expert development, and to be dedicated to excessive fantastic overall performance standards. Thus personnel is wished who experience vigorous and committed – agencies want engaged people. Employee contribution turns into vital commercial enterprise trouble due to the fact in attempting to produce extra output with much less worker input, groups have no preference however to attempt to have interaction no longer solely the physique but the thought and soul of each employee.

## **1.2 Statement of the Problem**

The experience of low subjective well-being impedes people to perform and persist with efforts to attain personal and organisational goals. The reality of present society suggests that not only the social but psychological and physical factors are essential in measuring employees' subjective well-being. The experience of subjective well-being is beneficial to workplace success because it promotes workplace productivity, creativity, and cooperation. More than a few explanations are

justifying the circumstance. The experience of low SWB impedes people to thrive at work and persist with efforts to attain their goals. Individuals who are low on subjective well-being are less likely to thrive and will in turn tend to be less productive. In addition, individuals whose SWB is low do not integrate information leading to new ideas, and innovation and such individuals tend to have poor social relations. In the context of work, this leads to lesser cooperation among coworkers and with customers<sup>12</sup>. Researchers have argued that low subjective well-being could have a negative psychological impact on productivity and that employees who are low in subjective well-being are less likely to achieve more while at work<sup>13</sup>. Similarly, a study found that happy workers – hopeful, resilient, and high in self-efficacy – were more likely to be high in supervisor-rated performance and financial performance. Conversely, negative feelings increase absenteeism at work, poor job performance, lack of job involvement, poor relationships, poor health status, lack of social contact, and others which are all negatively associated with subjective well-being<sup>14</sup>. Studies have shown that although the strength of effects depends on the context and motivational focus, SWB is related to, generating creativity and productivity<sup>15</sup>. A major reason for the failure of unhappy employees and organizations is that they experience on average more negative social relationships. Research clearly shows that workers experiencing low SWB are less cooperative and collaborative than unhappy ones. In general, a low level of SWB decreases cooperative and collaborative behavior<sup>16</sup>. Individuals who are low on subjective well-being are less willing to make concessions during negotiations<sup>17</sup>. Individuals low on SWB are less likely to make cooperative choices<sup>18</sup>. People in a low mood are also not likely to show cohesion with their group. A quantitative review found that employees that experience low SWB are poor performers in their workplace<sup>19</sup>. In literature, it was known that they impact life at work and a plethora of research has examined the impact of employee well-being on work outcomes without sufficient attention to issues relating to thriving at work and workplace support<sup>20</sup>.

Thriving is well-thought-out as a fundamental hypothesis in evaluating today's workplace. It has gained considerable attention in recent times because it is detrimental to an employee's behavioral outcomes at the workplace (e.g. innovative work behavior, performance, turnover, and absenteeism). Lack of thriving at the workplace may also induce employee absenteeism. Absenteeism is "the failure to report to planned work" Employees may be absent because they need to pull out or withdraw from uncomfortable work situations like work strain, and physical and psychological illness. When workforces are partaking in mind-numbing careers, their knowledge is stationary, they do not feel animated, avoid employing full determination, and thereby stay vague to keep missing from the effort. Their absence thus may accumulate their job responsibilities, disturb interpersonal relationships among colleagues and lower their performance rating. For a greater duration, employees are not emotionally thrilled and learned at the workplace concurrently which results in uncomplimentary outcomes in the work environment. Although empirical studies demonstrated the role of thriving, research on workplace thriving is sparse<sup>21,22</sup>. For example, how contextual factors and individual characteristics promote thriving<sup>23</sup>. Additionally, little is recognized about the precursors of thriving<sup>19</sup>. Employees who are not thriving at work are less likely to benefit both individually and in their organizations<sup>24</sup>. The drawback for organizations includes poor task performance, higher rates of absenteeism, lower levels of organizational citizenship, lack of innovative behaviour, and lower organizational commitment<sup>20</sup>. Even though this concept is important in organizational research, existing research on workplace support and thriving at work tends to be limited to the effect of supervisor support on thriving at work. To the best of our knowledge, there has not been a study completed on its relationship with coworker support<sup>25</sup>. Also, most research on thriving at work has been conducted in Western contexts but not much attention had been stated to the local literature<sup>19</sup>. Although there is extant literature investigating the mechanism through which workplace support relates to subjective well-being using job satisfaction as a mediator, there are no studies that have explored the mediating

role of thriving at work in the relationship between workplace support and life satisfaction<sup>19</sup>. The general management problem researched was that low subjective well-being could have a negative psychological impact on productivity and that employees who are low in subjective well-being are less likely to achieve more while at work<sup>26</sup>. The specific management problem addressed was the level of priority placed on employees' well-being as it relates to overall goals and personnel management by the employer.

The management of people at work is an integral part of the management process. To understand the critical importance of employees in the organization is to recognize that the well-being of employees is synonymous to productivity. Basically, there is a dearth of empirical research on the moderating effect of workplace support in the influence of thriving at work on subjective well-being among bank employees. In view of this, the study seeks to expand on researches that have been carried out in different settings which examined some other factors on subjective well-being, by investigating the moderating effect of workplace support in the relationship between thriving at work and subjective well-being among bank employees in Ibadan.

### **1.3 Aim and Objectives of the Study**

The broad aim of the study is to investigate the influence of thriving at work, and the moderating effect of workplace support on the subjective well-being of workers among bankers at selected local governments in Ibadan Metropolis, Oyo State. The following specific objectives will be achieved at the end of the study to:

- i. investigate the interaction between thriving at work and subjective well-being among employees at the workplace,
- ii. identify the influence of workplace support (coworker support and supervisor support) on subjective well-being,
- iii. investigate moderating effect of workplace support on the relationship between thriving at work and subjective well-being, and

- iv. examine the joint and independent influence of (thriving at work and workplace support, coworker support, and supervisor support) on subjective well-being among employees in the banking sector in Ibadan.

#### **1.4. Research Questions**

1. What is the interaction between thriving at work and subjective well-being among employees in the banks, located at the selected local governments in Ibadan?
2. How does workplace support (coworker support and supervisor support) influence subjective well-being among employees in the banking sector in Ibadan?
3. How does workplace support moderate the relationship between thriving at work and subjective well-being?
4. How will thriving at work and workplace support collaborate to influence subjective well-being among employees in the banking sector in Ibadan?

#### **1.5. Hypotheses**

The hypotheses established in this study are as follows:

1. Employees who are energetic and who have the support of their coworkers will score significantly higher on subjective well-being than employees who are energetic and who do not have the support of their coworkers.
2. Employees who are learning and who have the support of their supervisors will score significantly higher on the subjective well-being than employees who are learning and who do not have the support of their supervisors.
3. Workplace support will moderate the relationship between thriving at work and subjective well-being.
4. Thriving at work and workplace support will significantly jointly and independently predict subjective well-being.

## **1.6 Significance of the Study**

This study will be of great importance to the researcher, organizations, the government, and the society at large, for it will serve the following among all other purposes:

1. The knowledge gained through this study will suggest an increase in workplace support that will benefit both individuals and the organization at large.
2. The findings from this study will help researchers in the field of well-being to understand the relevance of the interaction and influence of thriving at work as well as workplace support on subjective well-being. Hence it will serve as the body of literature that other academia or researcher could investigate on.
3. Organizations will be well exposed through the findings of this study that the subjective well-being of employees matters to the performance of workers in any organization, also creating a support system between employers and employees in a positive loop.
4. Lastly, it will contribute positively to the expansion of knowledge in the area of job characteristics and subjective well-being, and also serve as an important reference tool for future use.

## **1.7 Scope of the Study**

This study covers thriving at work, workplace support, and the subjective well-being of bank employees. It will be limited to selected bankers in all the five local governments in the Ibadan metropolis. The independent variables is thriving at work measuring how employees learn and being energetic at work, moderating variable is workplace support measuring the support received from the supervisor and co-worker; and dependent variable is subjective well-being.

## 1.8 Limitations of Study

The researcher admits some drawbacks of this study.

1. The present study utilized a single-factor structure of the subjective well-being indicator, which varied from past studies that distinguished life satisfaction and affective aspects.
2. The present study utilized self-reports to measure the study variables which can hypothetically clear common method prejudice.
3. This study was confined to a banking setting whose variables under study are not only peculiar.

## 1.9 Operational Definition of Terms

**Coworkers Support:** This refers to as the support and assistance employees received from their coworkers in the bank. It will be measured using the Coworker Support Scale. Higher score reflects manifestation of support from coworkers.

**Subjective Well-being:** This refers to as self-appraisals of bank employees' state of being healthy, safe, and happy about their lives. It will be measured subjective well-being scale. Higher score shows manifestation of well-being.

**Supervisor Support:** This refers to as the support and assistance employees received from their supervisors in the bank. It will be measured in this study using the Supervisor Support Scale. Higher score reflects manifestation of support from supervisors.

**Thriving at Work:** This refers to as the bank employees' capacity to flourish, progress, and develop vigorously at workplace and daily activities. It will be measured in this study using the Thriving at Work Scale. Higher score is a reflection of higher thriving at work

**Workplace Support:** This refers to as the overall levels of helpful social interaction available from coworkers and supervisors/managers in the bank. It will be measured in this study using the

aggregation of the Coworker Support Scale and Supervisor Support Scale. Higher score reflects manifestation of overall support giving to employees in the workplace.

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## Chapter Two

### Literature Review

#### 2.1 Conceptual Review

##### 2.1.1 Subjective Well-being

An individual who has a high altitude of satisfaction with their life, and who experiences a greater positive affect and miniature or less negative effect, would be judged to have a high degree of Subjective Well-Being or in simpler terms, be very happy. The concept of Subjective Well-Being falls within the 'hedonic' standpoint that defines well-being or happiness as being essentially about maximizing happiness and shunning or minimizing pain. This differs from the 'eudemonic' view which, as an author affirmed that where one lives in harmony with one's 'true self'<sup>1</sup>. This view emphasizes its center on meaning in life and self-realization and the scope to which an individual fully combines this into his or her life.

SWB is the way individuals live out and appraise their souls and the certain realm of influences and happenings in their lives. Over the past decade, attention to information about Subjective Well-Being (also called "self-reported well-being") has expanded astonishingly among politicians, researchers, national statistical offices, the mass media, and society. The significance of this information stretches out in its prospective impact on supervising the fiscal, community, and health conditions of populaces and in possibly notifying strategy outcomes across these spheres of influence<sup>2</sup>.

Economists, Psychologists, and Sociologists have established a range of one-of-a-kind factors of SWB to coexist however they are no longer independent – they do overlap. These dimension constructs can also be a concept of in-phrases of a continuum, with essentially real-time assessments of experience, emotional state, or sensations at one end (associated with the

shortest time unit) and in conventional critiques of lifestyles fulfillment, intention, or struggling at the different end (the longest reference intervals or no specific reference period).

Despite these cutting-edge overlaps, the factors of Subjective Well-Being showcase one-of-a-kind characteristics, regularly partner with distinct sets of variables and seize one-of-a-kind elements of the assemble that for a range of functions are every well worth monitoring. The idioms used to label Subjective Well-Being have repeatedly been loosely applied, which has mix-up dialogue and perhaps decelerated improvement in the field. For instance, the period of “happiness” has been referred to as brief assessments of effect as nicely as accepted lifestyles evaluations. This absence of exactitude precludes perception of the intricacies acknowledged to coexist. For instance, a character who is engaged in worrying or challenging actions, such as working in the course of schooling or a job promotion, may also locate sizable that means or delight with existence as a whole; a character who is usually anguish or missing optimism may additionally endure transient reprieve in a pleasurable moment<sup>3</sup>.

The sort of the coverage or observe query being inquired about determines the right formation to measure Subjective Well-Being and might endorse a method to facts series. For instance, if the measurement of difficulty is thought to be vulnerable to a totally quick time framework and responds to regular activities and occasions but is alternatively constant over lengthy periods, a cross-sectional facts series achieved every 2 years might not be helpful. In such cases, an excessive-frequency degree (even supposing it entails a miles smaller sample) is probably most educational. Correspondingly, if a degree varies a substantially from individual to individual on a given day however does now no longer react very lot to exogenous occasions (economic shocks, adjustments in employment rates, etc.) and has a tendency to cleanse out at excessive combination ranges, it could now no longer be an especially perceptive assemble to a path at country wide ranges over time.

The extensive techniques to understand whilst measuring subjective well-being are; 'evaluative', 'experience', and 'eudemonic'. The evaluative approach calls for respondents to make a recorded evaluation or cognitive indication of their existence. Respondents may be requested to conduct an evaluation of their complete existence pleasure or sure aspects of their existence which include happiness with their health, job, and relationships. An unconventional appraisal query is referred to as the Cantril ladder of existence wherein respondents rate their modern existence on a ladder scale for which zero is 'the worst viable existence for you' and 10 is 'the high-satisfactory viable existence for you'. Other techniques encompass well-known happiness measures that aren't precise to a specific factor in time. The appraisal method to measuring well-being has been the maximum every day each in country-wide and global surveys, those forms of questions have additionally been visible with the aid of using policy makers as beneficial sources of information for some time.

Experience (or affect) measures the goal to offer an appraisal of the emotional best of an individual's expertise in phrases of the occurrence, depth, and sort of affect or emotion at any given time, for instance, happiness, sadness, tension, or excitement. This may be gathered thru dairy-based techniques which include the Day Reconstruction Method (DRM) and the Experience Sampling Method (ESM) in which respondents document emotions at specific instances of the day whilst involved in numerous activities. It is likewise probably for these records to be gathered thru extra but not unusual social survey questions like asking respondent questions on their way of thinking over a quick reference time, for instance, 'In general, how fearful did you experience yesterday? Experience measures can choose each advantageous emotion, which includes happiness, pleasure, or contentment, and poor ones, which include tension, worry, pain, or anger.

The eudemonic approach is primarily based on the concept that humans have underlying emotional desires for their lives to make meaning, to have an experience of manipulation over

their lives, and to have a court with different humans. This approach to subjective well-being is likewise now and then defined as the ‘functioning’ or ‘psychological’ approach to well-being. Eudemonic measures appear to seize several functions that may be taken into consideration significantly, however, aren't meditated in evaluative or experience techniques and may encompass self-sufficiency, manipulation, competency, commitment, top private relationships, and an experience of meaning, cause, and accomplishment. These forms of techniques also are now and then referred to as measures of ‘flourishing.’

Subjective Well Being (SWB) is related to diverse elements of a person’s subjective experience and an assessment of the best of lifestyles. These opinions may also take the shape of each cognitive decision and an affective component. Concerning the former, cognitive decisions entail the notion of one’s expectancies being met, while the affective aspect involves the level to which feelings experienced by a person are taken into consideration as favorable. A writer defines SWB as an assembly that includes 3 wonderful components, particularly lifestyles delight, the common experience of exceptional feelings (high-quality effect), and the relative absence of ugly feelings (bad affect). An employee is stated to experience SWB if they revel in emotions of lifestyles delight, delight with different domain names which include paintings and family, and if they may be uncovered to common high-quality feelings. Employees who revel in SWB seem to be extremely effective and show intensely high-quality behaviors than personnel who revel in low degrees of SWB.

Moreover, corporations that foster their personnel’s SWB were proven to mirror higher monetary performance. Organizations that emphasize the improvement in their staff’s wellness are probable to embody a staff with excessive degrees of commitment. Some researchers contend that well-being plays a major role in quality, productivity and performance, and may therefore have an impact on both business effectiveness and profitability if the dimensions in the figure below are adopted as concepts. Subjective well-being (SWB) is defined as ‘a

person's cognitive and affective evaluations of an individual life'. The cognitive element refers to what an individual thinks about his or her life satisfaction in a large-scale term (life as a whole) and domain terms (in specific segments of life such as work, relationships, etc.)

Subjective well-being can be explained by either top-down or bottom-up influences. In the top-down view, the worldwide capabilities of persona have an effect on the manner someone perceives activities. Individuals can also additionally consequently have a worldwide tendency to understand lifestyles in a continually advantageous or terrible manner, relying on their strong persona traits. Top-down theories of SWB advocate that humans have a genetic predisposition to be satisfied or sad and this predisposition determines their SWB "setpoint". Set Point principle means that someone's baseline or equilibrium stage of SWB is an outcome of hereditary traits and consequently, nearly absolutely predetermined at birth. Evidence for this genetic predisposition derives from behavior-genetic research which has observed that advantageous and terrible affectivity each have excessive heritability (40% and 55% respectively in a single study). Numerous dual research verify the perception of the setpoint principle, however, they do not rule out the opportunity that is viable for people to enjoy long-time modifications in SWB.

From a bottom-up perspective, happiness represents an accumulation of satisfying experiences. Bottom-up effects consist of outside occasions, and extensive situational and demographic factors, inclusive of fitness and marital status. Bottom-up tactics are primarily based totally on the concept that there are conventional fundamental human wishes and that happiness results from their fulfillment. In support of this view, there may be proof that each day gratifying occasions are related to elevated nice effect, and each day ugly occasions or hassles are related to expanded terrible effect.

However, studies indicate that outside occasions account for a far smaller percentage of the variance in self-reviews of SWB than top-down factors, including persona. A concept proposed

to give an explanation for the restrained effect of outside occasions on SWB is hedonic adaptation. Based initially on the idea of a "hedonic treadmill", this concept proposes that fine or bad external occasions quickly grow or lower emotions of SWB, however as time passes humans generally tend to emerge as habituated to their instances and will be predisposed to go back to a private SWB "set-point" or baseline degree.

The hedonic treadmill concept, in the beginning, proposed that most humans go back to a neutral degree of SWB (i.e. neither satisfied nor sad) as they habituate to occasions. However, next studies have proven that for most humans, the baseline degree of SWB is at the least mildly nice, as most humans generally tend to document being at the least rather satisfied in widespread and have a tendency to enjoy a fine temper while no damaging occasions are occurring. Additional refinements to this concept have proven that humans do not adapt to all lifestyles occasions equally, as humans generally tend to conform hastily to a few occasions (e.g. imprisonment), slowly to others (e.g. the loss of life of a cherished one), and on no account to others (e.g. noise and sex).

### **2.1.2 Thriving at Work**

The definition of thriving at work is when colleagues share a sense of vitality and learning<sup>4</sup>. As a result, thriving personnel feel powerful and active (i.e., vital) and simultaneously feel as though they are gaining new information and skills (i.e., learning). Life pleasure, personal and professional growth, and vitality are all benefits of thriving<sup>5, 6</sup>. "The state of positive functioning at its fullest-mentally, physically, and socially," according to Brown et al definition of thriving, is described as this in their study. In contrast to Brown et al., Spreitzer et al. constructed a more limited definition of thriving that only included vitality and learning<sup>7</sup>. Thriving at work is a crucial consideration when evaluating life satisfaction and has a big impact on an employee's work and profession<sup>8</sup>. In terms of a person's psychological condition,

thriving at work manifests as feeling alive and invigorated, which are elements of vitality and a sense of learning<sup>9</sup>.

Learning is the process of acquiring and putting new knowledge and abilities to use, whereas vitality is the sensation of happiness and vigor at work. Together, the two dimensions foster experiences of growth and development, resulting in sustained performance and a healthy workplace<sup>8</sup>. The view of self-adaptation, which holds that a thriving workforce can monitor their health and status of progress and, in that way, make adaptive decisions to further their development and subjective well-being, is what shapes the growing emphasis on workplace thriving<sup>8</sup>.

### **2.1.3 Workplace Support**

Workplace support from the definitions thus far presupposes an exchange relationship between the employer and the employee. The way employees view how their contributions are appreciated by the employer. Workplace support develops through multiple interactions between employees and their employers<sup>10</sup>. It is the scope to which workforces remark that their achievements are valued by their organization and that the firm shows concern about their well-being<sup>11</sup>.

Contributions here could be in the form of completing their task duties, innovations, and ingenuity, putting in an extra amount of time into the work, and completing work on or ahead of schedule. To date, workplace support literature has been widely examined with human resource (HR) policies to understand employees' behaviour and attitudes. Workplace support is directly linked with three categories of favourable treatment received by employees, such as organizational rewards and favourable working conditions, fairness and supervisor support, participation, and contributions of ideas. Workplace support is created because of job conditions and some human resource practices provide the creation of positive employee

attitudes and behaviour. Fair treatment, supervisory support, rewards, and favourable job conditions showed a strong relationship with perceived organizational support.

Workplace support has been discovered over the years to be positively related to good organizational outcomes that will enhance performance in the organization. Perceptions of positive Workplace support are positively associated with employee attendance, organizational spontaneity and in-role performance, affective organizational commitment, extra-role behaviour, and safety at work<sup>12</sup>.

Workplace support can also be considered as a global belief formed by each employee regarding their assessment of organizational policies and procedures that are formed based on their previous experience regarding organizational policies and procedures, resource reception, interactions with organizational agents (e.g. with supervisors), and their perceptions about the organization's concern for their well-being.

## **2.2 Theoretical Review**

### **2.2.1 Social Construction Theory of Subjective Well-Being**

The social construction principle discusses how we make sense of well-being<sup>13</sup>. It assumes that we “construct” intellectual representations of reality on well-being, the usage of collective notions as constructing blocks<sup>4</sup>. Social constructionism stresses human wondering and is unaware of affective experience and innate drives<sup>14</sup>. In this description, subjective well-being is as well a social construction and, as such, akin to conceptions such as “beauty” and “fairness.” Common reasoning on this line is that subjective well-being trusts upon collective concepts around lifestyles and that those united notions frame character reviews.

One of the approaches in this manner is presumed to work is through shaping views in the direction of optimism (the glass half full) or pessimism (half-empty)<sup>15</sup>. Optimistic cultures tend to focus on the tremendous factors of existence, while pessimistic cultures emphasize the

shortcomings<sup>6</sup>. Americans were cited as an instance of the previous view and the French as the latter<sup>16</sup>. In that line, students show that happiness is lower in France than in the United States due to the fact existence became more difficult in France for earlier generations, and this experience is reflected in a greater pessimistic outlook on existence today.

Another cognitive mechanism presumed to be concerned is contrast with shared notions of the best lifestyles<sup>17</sup>. Subjective well-being is seen as the distance between perceptions of life-as-it-is with notions of how existence should be. In this line, it's far generally argued that the banking enterprise will increase our well-being, as it creates an influence that we've gotten admission to several clients which in turn improves relationships and well-being.

An extra mechanism that has been cited is the tendency to look at ourselves in the eyes of others and as a result additionally our subjective well-being<sup>18</sup>. Subjective well-being is a “meditated appraisal,” that could be positive about our existence whilst humans around us deem us to be well off and terrible whilst others see us as a loser. In this vein the lower happiness amongst employees who are no longer been promoted for a long term has been defined because the result of a terrible stereotype: Because such employees are categorized as pitiful, they come to see themselves as miserable<sup>9</sup>.

Human thought is prioritized according to social construction theory, which ignores affective experience and natural desires. This line of thinking frequently assumes that individual evaluations are framed by collective beliefs about life, which in turn depend on individual subjective well-being.

### **2.2.2 Subjective Well-being Theory**

Subjective well-being (SWB) theories refer to well-being as the individual's current evaluation of his/her state of wellness. Valuation like this is frequently articulated in affective terms; “I feel good”<sup>19</sup>. It has been identified that subjective well-being has three main components; life

satisfaction, and positive and negative effect<sup>20</sup>. Subjective authors identified correlates and determinants of SWB, classifying them in six broad groups: (i) personality factors; (ii) contextual and situational factors; (iii) demographic factors; (iv) institutional factors; (v) environmental factors; and (vi) economic factors. Well-being may be appraised by inspecting its cognitive and affective dimensions.

If one frequently experiences a high level of life satisfaction and positive effect, and seldom experiences negative effects, then it could be said that one has a high level of subjective well-being. In contrast, if one is seldom satisfied with one's life and frequently experiences negative effects, one can be said to have a low level of subjective well-being. Thus, the existing body of evidence suggests that subjective happiness within disability is a mix of internal characteristics and of external factors that mitigate it. For example, most people define themselves as being happy, regardless of their material wealth while extremely minor incidents, influence the estimate of subjective well-being<sup>10</sup>. Most employees assume that the external circumstances of others are powerful determinants of subjective well-being, even though such circumstances may have little effect on their subjective well-being.

### **2.2.3 Social Comparison Theory**

Social comparison theory is a variation of a much broader assessment principle that links up with the above-cited perception that subjective well-being is the distinction between existence-as-it-is and how-existence-should-be <sup>21</sup>. The smaller those discrepancies are, the better the subjective well-being is thought to be <sup>22</sup>. In this principle there may be more than one discrepancy; among different things, discrepancies between what one has and what one thinks that one may want to have, and discrepancies between what one has and what one feels entitled to<sup>14</sup>. Perceptions of what one may want to have and what might be truthful to have are visible

to attract social assessment<sup>14</sup>. In this view, subjective well-being is an issue of preserving up with contemporaries; we feel well if we do higher and awful if we do worse.

In this principle there is little desire for accomplishing extra happiness for an extra range, due to the fact enhancing the residing situations for all will even enhance the existence of the one concerned, leaving the relative variations what they are. Social comparison is one of the mechanisms in the concept that we are on a “hedonic treadmill” that probably nullifies all progress, and it is the primary mechanism in Easterlin’s principle that financial increase does no longer add to subjective well-being<sup>23, 24</sup>. In this view, we can, at best, mitigate the consequences of social comparison extremely if we make the variations much less seen<sup>25</sup>.

This factor brings us to the query of what value social comparison offers for assessing how properly one lives. That value is restrained to elements of existence wherein social assessment is possible, together with your income. Social assessment is not always so applicable for comparing the much less seen elements of existence, together with sex lifestyle or the pride taking from watching the sunset. Looking over the fence of my neighbor, I can see that I lag in the range of automobiles, however, this does not inform me whether or not I might be higher off if I had more. Advocates of the social assessment principle might retort that we evaluate most effective in regions that are socially valued in society, together with money and fame, and this truth hyperlinks up with the belief that notions of good lifestyles are socially constructed. Yet even though automobile acquisition had been surprisingly valued in my society, and if I wholeheartedly supported that value, I might become more disturbed with extra fancy automobiles as I could be uncovered to miscreants than my colleague.

Human cognition has evolved at the pinnacle of this affective application and permits us to mirror effective indicators or even disregard them to a few extents. Yet this is not always to say that cognition has changed the affective experience. Without affective facts we’re conatively blind; we can not select and can not come to a typical judgment<sup>26</sup>.

It is believed that perceptions of what is possible and what is fair are based on social comparison. According to this perspective, maintaining one's subjective well-being involves keeping up with our job; we feel good when we perform better and bad when we perform worse. According to this theory, there is little chance of creating greater pleasure for a larger number of individuals because enhancing our quality of life will likewise enhance that of others. The comparison of our life we made to others has great influence on the level of our subjective well-being.

Advocates of social comparison theory would retort that we compare only in areas that are socially valued in society, such as money and fame, and this reality links up with the assumption that notions of the good life are socially constructed.

#### **2.2.4 Need Theory**

This concept is likewise called the “livability concept” of happiness and in this example, the emphasis is on the situations that permit for want gratification<sup>27</sup>. While the testable implication of the social comparison concept is that humans usually are neither fantastic nor poor in their life. Yet survey statistics do not assist this prediction; common subjective health is some distance above neutral in present-day countries and this isn't always continually the case. However, humans in high-reputation jobs are usually happier than humans in low-reputation there is no correlation between subjective well-being and level of education. Similarly, there is a lone modest link between subjective well-being and pay, and this relationship is at the minimum partly payable to an upshot of the former on the latter, cheerfulness as an additive to earnings chances. However, subjective well-being has in appearance, a dependence on things that have little to do with social comparison, as we will see below. The focus of need theory is on the circumstances that permit the satisfaction of needs in order to improve our well-being. Every employee needs to thrive on their job and whenever they thrive at their work, their well-being improve.

### 2.2.5 Self-Determination Theory

Self-determination theory (SDT) is every other modern-day principle of mental wishes this is applicable for understanding private thriving inside group contexts<sup>28, 29</sup>. SDT provides an account of the motivational procedures that people are looking for autonomy and self-expression in the context of social relationships to boost their well-being. In particular, the principal specializes in the elements that allow people to fulfill their well-being wishes while they are in a lower-power position (i.e. toddler with a parent, pupil with a teacher, worker with supervisor).

Many studies exhibit that if authorities use controlling language or fail to take the subordinate's attitude into account, then those human beings may also fail to locate intrinsic motivation for, fail to internalize the value of, or fail to derive subjective well-being advantages from, their activities in the interpersonal context. Similarly, SDT posits that people have each self-orientated and socially-orientated mental desires, which can be labeled 'autonomy' and 'relatedness'. Autonomy entails the preference to 'self-arrange experience and behavior, and to have interest concordant with one's incorporated sense of self. Relatedness entails the 'preference to experience related to others', this is, to have a sense of communion or closeness with others. SDT does not expect an opponent-procedure relation between self-based and socially-based desires. Although autonomy and relatedness reasons can take place in approaches that engender conflict, specifically in earlier developmental stages, mature autonomy and relatedness are considered extraordinarily well suited or even complementary reasons. By approach of empathic conversation and accountable decision-making, adults commonly locate each self-expression and emotional closeness inside their interpersonal relationships.

Conversely, while one experience is deficient, the opposite experience is likewise in all likelihood to be missing. In this study, contributors might be requested how associated or

related they felt to different human beings in an institution, and the way self-reliant they felt in the institution. This technique will allow examination of the affiliation among the posited desires. For example, do autonomy and relatedness correlate positively, as might be recommended with the aid of using SDT's assumed complementary relationship among the two wishes via the examination of the affiliation of those features of experience with subjective well-being? Drawing on SDT's assumption that each is a vital wish, they are predicted to be related to nice outcomes.

Self-determination theory proposes that the extent of social contexts being support a person's basic psychological needs for autonomy, competence, and relatedness, enable a greater well-being and vitality. SDT specifically suggests that autonomy is an essential need for psychological growth and well-being regardless of cultural backdrops and values of individual<sup>30</sup>.

## **2.3 Review of Empirical Studies**

### **2.3.1 Subjective well-being**

Subjective well-being in recent times as Psychological Capital (PsyCap) played an enormous role for it to be well-identified<sup>31</sup>. PsyCap is the positive state of an individual in a developmental state as featured by hope, optimism, resiliency, and self-efficacy<sup>22</sup>. The level of subjective well-being is increased as psychological capital improves which in the end has an impact on stress reduction, improves career advancement and commitment, and increased job satisfaction and commitment<sup>22</sup>.

Recent findings show that the outcomes of subjective well-being can be both positive and negative<sup>32,33</sup>. Most researchers have studied to support the fact that "happy people" have good mental health, and physical health, live along with life, have good social relationships, are more creative and productive in the workplace, and seem to be active beyond their counterparts that

are low on it<sup>24</sup>. A recent empirical study interviewed participants that were members of a variety of profit and non-profit organizations. The interview focused on the thriving stories of the participants at work, and other subjective outcomes of thriving experiences which does not mean that individuals thriving must explore their present abilities and try doing things in a new way<sup>23</sup>.

Research offered a new perception into the assessment of the connection between job satisfaction and workplace support<sup>34,35</sup>. This relationship was analyzed in both directions, which means that the correlation between job satisfaction and subjective well-being was tested in the way that these two variables were examined in the same year. By this, it was attempted to find out if job satisfaction had some impact on subjective well-being.

An explanation of how psychological capital, core self-evaluations, proactive personality, superb and terrible effect, perceived stress, and work engagement relate to thriving at work. Psychological capital is a better-order construct along with self-efficacy, optimism, hope, and resilience. It is argued that personnel is much more likely to thrive once they have faith in their capacity to grasp specific tasks (self-efficacy), persevere for the duration of intention pursuit (hope), make superb attributions about succeeding now and in the future (optimism), and, in face of adversity, get better and achieve success (resilience)<sup>36</sup>. Employees with better psychological capital ought to additionally be much more likely to revel in mastering at work. When going through problems and setbacks throughout their work activities, they may invest extra effort, persist longer and, thus, examine greater and at a better stage than people with decreased psychological capital. Indeed, psychological capital has been proven to be undoubtedly associated with thriving at work<sup>28,37</sup>.

A consciousness of institutions between thriving at work and employees' relationships with their coworkers (i.e., heedful relating, supportive coworker behavior, civility, and incivility), supervisors (i.e., supportive management behavior, empowering management,

transformational management, LMX), and the business enterprise as a whole (i.e. perceived organizational support, trust) could be very important<sup>38</sup>. Vigilant exchanges are focused, resolute, meticulous, and considerate<sup>30</sup>. They promote team success by boosting employees' ability to work together<sup>17</sup>. As high-worth working interactions are energizing, heedful relating should be linked to vitality<sup>39,40</sup>. In addition, employees can enhance their capabilities and information through interactions with others. Thus, being heedful must enhance the experience of learning. Indeed, heedful about has been proven to narrate undoubtedly to thriving<sup>41</sup>.

Stressors at work can take on unique forms, inclusive of elements intrinsic to the job (e.g., work overload) and one's function in the organization (e.g., ambiguity, conflict)<sup>42</sup>. Employees uncovered to stressors in their work surroundings will understand better stages of strain and look for approaches to address the stressors<sup>43</sup>. This search for coping strategies can also additionally consume personnel's power and impact their vitality<sup>44</sup>. In addition, perceived strain is probable to deter employees from obtaining new understanding and skills, as a result diminishing the experience of mastering at work. Different styles of perceived strain, which include perceptions of limitation stressors and function stressors, had been discovered to be negatively associated with thriving<sup>45,46, 47</sup>.

Work engagement has been described as a positive, fulfilling, work-associated nation of thoughts that is, further to determination and absorption, characterized by emotions of vitality<sup>48</sup>. Engaged personnel has a sense of active and affective reference to their work and, consequently, feel alive and vital in the workplace<sup>49</sup>. Work engagement gives ongoing access to goal-directed activities and guides that offer people with the possibility to research new matters in the organization. Consequently, the depth of engagement in place of work activities has been proven to decide the quantity and quality of personnel's mastering experience<sup>50</sup>.

### 2.3.2 Workplace Social Support

Social support is conceived to be statistics leading a character to accept as true that he/she is cared for, loved, esteemed, and valued, and that he/she belongs to a community of conversation and mutual obligation<sup>51</sup>. Conceptually, social support is described as the “actions of others which are both useful and supposed to be useful”. Specifically, place of work support was described as “typical degrees of useful social interplay available at the activity from coworkers and supervisors”<sup>52</sup>. According to those perspectives and definitions, this study conceptualizes workplace social support as help that and character gets from the manager and coworkers.

Different dimensions of well-being (namely, work engagement, activity delight, and mental stress) and feasible predictors including character and perceived organizational support were investigated in a cross-sectional survey layout amongst a sample of 490 ambulance employees in the United Kingdom <sup>53</sup>. Significant correlations had been observed among the scale of activity delight, engagement, and stress. Further, findings found out emotional balance and perceived organizational support extensive predictors of well-being. Also, a study with the aid of using Beaton observed that paramedics with extra perceived social and community support from coworkers had better degrees of task delight and morale and lower appraised work stress<sup>54</sup>.

The concept of workplace support has been around for quite a long time, albeit not recognized or formally recorded or studied not until the eighties. It was opined that while the formal concept of workplace support was not introduced and quantified until the 1980s, the idea of Workplace support has been present in the management literature for nearly seventy years<sup>55</sup>. It presages diverse things to dissimilar individuals and thus has no unanimously believed characterization; it is assumed unlike arguments by diverse investigators and efforts have been made to abridge and explicate the concept. It was also posited that workplace support is the global belief concerning the extent to which an organization values the contributions of

employees and cares about their well-being. It is summed up in the organization's acknowledgment of employees' delivery and shows concern for them<sup>56</sup>.

Workplace support was further construed as the degree to which an individual believes that the organization cares about him/her, values his/her input, and provides him/her with help and support<sup>57</sup>. Another perspective of workplace support defines it as an employee's perception that the organization values his or her contribution and cares about the employee's well-being<sup>58</sup>. From the foregoing definitions, it is made evident that workplace support is abstract; it is also subject to personal interpretation. It could also be seen differently by different employees given the situation or circumstances at hand.

Workplace support as noted earlier has no single accepted definition that applies to every employee in all environments and situations. Some other researchers and experts both in the field of management and psychology view it differently as evinced by the definitions given earlier. In addition, workplace support is referred to as an acceptance of the contribution made as a result of the activities of employees by the organization where they work, and the perception by employees of the tending of the organization<sup>59</sup>. It spotlights organizational values for workforces, their influences, and their link to their well-being<sup>60</sup>. Workplace support is an employee's belief that the organization cares for and values his or her contribution to the success of the organization<sup>61</sup>.

The form of Workplace support determines the creation of POS so many companies are increasingly fixing their support for employees both in terms of welfare and aspects related to health and personal life. This of course is all intended so that the employee feels increasingly has an attachment to the company or organization so that he is willing to work as hard as he can to advance his company or organization.

Engagement within the employee explained that there is a fairly strong relationship between the employee at work and the place or organization he works for. Employers can find a private sense in their exertion, take self-importance in what they do, and consider that the organization will value and reward what they do. Backing from organizations or establishments will undoubtedly impact them mentally at work, with psychological settings that tend to be constructive, workforces will be able to better afford the best capabilities they can do to provision for company performance. Workplace support for employees is often referred to as Workplace support. Personnel who sense the concern and encouragement of the organization for it will have a confident impact that inclines to be in the form of manners and behavior that can benefit the organization or company in achieving its objectives.

### **2.3.3 Perceived Supervisor Support (PSS)**

At the place of work, supervisors play a crucial function in structuring the work surroundings, offering facts and remarks to personnel, and controlling the effective rewards that apprehend the worker's private worth<sup>62,63</sup>. Following this view, a set of researchers recommended that the social interplay between a worker and his/her immediate manager is the number one determinant of a worker's mindset and conduct at the place of work<sup>64</sup>. Supervisor guide relies upon the interpersonal competencies of supervisors and is displayed in phrases of trust, respect, friendship, and a deep difficulty for his or her subordinates' desires<sup>65</sup>. Just as personnel form worldwide perceptions of their value to the company, additionally they increase fashionable perspectives concerning the degree to which supervisors value their contributions and care about their well-being<sup>66</sup>.

Supportive managerial environments make a contribution to secure work contexts wherein personnel feel endorsed to take risks and therefore analyze the reviews they make<sup>67</sup>. Indeed, people who feel supported by their supervisors display more willingness to take part in developmental activities<sup>68</sup>. Moreover, supportive management conduct promotes perceived

meaningfulness of one's activity and quality of work relationships<sup>80</sup>, which, in turn, ends in superior emotions of energy<sup>69</sup>. Supportive leaders increase their subordinates' emotions of competence, which, in line with self-determination theory, promotes energy<sup>70</sup>. Consistent with those assumptions, studies discovered an advantageous relation between supportive management and thriving at work<sup>71,72</sup>.

Empowering leaders' cognizance of strength sharing and granting autonomy to personnel with the rationale of activating their intrinsic motivation<sup>73</sup>. Thus, empowering leaders are more than data sources – they allow self-directed mastering. Empowering leaders offer their fans the opportunity to behave autonomously in the workplace and to understand their work as meaningful, for this reason contributing to emotions of energy. Indeed, empowering management has been proven to narrate definitely to thriving at work<sup>74,75</sup>. This empowerment is constant with the traits of transformational management. Transformational leaders encourage personnel to gain shared desires and increase their management capacity. They assist followers to develop by responding to their wishes and by aligning follower, leader, group, and organizational objectives<sup>76</sup>.

Transformational leaders offer intellectual stimulation, that's essential to encourage personnel to self-broaden through exploring their environment and, therefore, growing their experience of studying<sup>77</sup>. Moreover, through performing as a function version and motivating fans with inspiring visions, transformational leaders beautify personnel's experience of feeling “alive” and essential at work. Further, transformational management has been proven to promote personnel motivation, morality, and empowerment<sup>78</sup>. From the factor of view of Leader-Member Exchange (LMX), High-exceptional LMX relationships hold huge implications for personnel in phrases of learning and well-being. It includes admiration, belief, and obligation<sup>79</sup>. Employees who enjoy the privilege of excessive LMX acquire greater difficult obligations from their leaders and, for this reason, have greater possibilities for mastering at work. Indeed,

a researcher confirmed that excessive-LMX personnel engaged greater in gaining knowledge of activities in comparison with low-LMX personnel<sup>80</sup>. As energy arises from advantageous social interactions, constructing mutual respect and belief among supervisors and personnel contributes to a work climate that fosters personnel energy at work<sup>81</sup>.

Employees with excessive perceived organizational assistance locate their activity greater pleasurable, are in a higher temper at paintings, and go through fewer stress symptoms, together with fatigue or burnout <sup>82</sup> . This amongst different matters indicates that perceived organizational support enables subjective well-being. A sufficient guide from the agency implicitly creates duties inside personnel to repay the agency, together with contributions to the agency's achievement that go past what's officially required<sup>83,84</sup>. Consequently, personnel who feel supported through their agency must be encouraged to gather expertise and competencies to assist the agency to gain its desires, leading to extended mastering at work. Consistent with those assumptions, studies have discovered a wonderful relationship between thriving at work and perceived support for Subjective well-being<sup>85,86</sup>.

Trust is defined as "the preparedness of a group to be susceptible to the moves of some other party, largely based totally in the hope that the substitute will carry out a selected action crucial to the trustee, regardless of the capacity to govern the alternative party"<sup>87</sup>. Trust at work will increase the probability of cooperation, records sharing, and recognition of data, which in turn contributes to reports of mastering <sup>88</sup> , <sup>89</sup> . Moreover, psychologically non-threatening surroundings have been discovered to inspire risk-taking and divergent thinking, which enhance exploratory learning <sup>90</sup> , <sup>91</sup> . Only if they consider their work partners, people can immerse themselves in their work, emerge as absorbed, and feel energized through it, making trust a crucial prerequisite of energy<sup>92,93</sup>. Indeed, thriving at work has been proven to be associated with trust in supervisors, in addition to trust in coworkers<sup>94,95</sup>.

Learning outcome at work has been linked with health<sup>96</sup>. The field in addition said that gaining knowledge at work enables monetary advantages in terms of employability and profits in addition to non-financial factors, together with self-efficacy, autonomy, social competence, civic engagement, and an experience of control over one's life<sup>93</sup>.

### **2.3.4 Perceived Coworker Support**

Coworker support is employees' worldwide ideals regarding their coworkers' attitudes towards them<sup>97</sup>. Coworker support is the extent to which personnel agrees with their coworkers and are inclined to offer them work-associated help to aid in the execution of their service-based duties<sup>94</sup>. A writer expresses social support as "facts topping the anxiety to ponder that he is appreciated and treasured, respected, and a member of a community of shared commitments". Coworkers affect the operating environment, and this impact will have an effect on employee attitudes at work. Coworker support is an essential supply of worker support in-service organisations<sup>90</sup>. In a service-based corporation assistance has predominant sources, certainly considered one among them is support from control, the alternative one is support from coworkers<sup>98</sup>. Despite organizational and management support being ruled by authority rating coworker support is discretionary<sup>99</sup>. Researchers generally commit much less interest to read the function of coworker support than to manager support in work attitudes. Coworker support may be useful for worker well-being. Coworker support can affect a significant experience for personnel while terrible family members with others could make work-life miserable for well-being<sup>100</sup>. Coworker support can stimulate a telling experience for personnel whereas damaging dealings with others can make effort and life miserable<sup>101,102</sup>.

In addition to supervisor support, coworker support also involves the interpersonal transfer of instrumental or emotional resources<sup>103,104</sup>. As the author and a writer argued, coworkers may be a key supply of assets for personnel<sup>105</sup>. In circumstances where coworkers are inclined to pay attention to task-associated problems, are beneficial in supporting with the task, can be

relied upon while things turn out to be tough on the job, and share concerns and worries with every other, work organization cohesion is more desirable and most of these appear like effective in buffering responses towards task-associated stress.

Supportive coworker conduct now no longer only offers people instrumental advantages and allows them to deal with adversity, it could additionally assist private growth and development and, consequently, serve as a source of vitality<sup>106, 107</sup>. Supportive coworker relationships additionally serve as an enabling structure and inspiring circumstance for obtaining new expertise and abilities at work<sup>108</sup>. Indeed, there may be proof of a high-quality relationship between supportive coworker conduct and thriving at work<sup>109,110</sup>.

### **2.3.5 Thriving at Work**

Thriving at work is defined as ‘the psychological state in which individuals experience both a sense of vitality and learning<sup>111</sup>. When individuals experience thriving at work they develop an intention to remain with the organization<sup>112</sup>. Recent examination advocates that when individuals flourish at work they have a sensation and ambition to work<sup>108</sup>. Vitality refers to the feeling of aliveness and positive feeling, and energy available to do work whereas learning refers to acquiring and applying knowledge skills to develop individual abilities<sup>113</sup>. Employee prefers personnel development and job learning which is why learning opportunities are considered important. Affective (vitality) and cognitive (learning) dimensions of thriving captivate individual growth<sup>108</sup>. Thriving is a positive psychological experience of development that invigorates and enlivens the individuals<sup>110</sup>.

If one is feeling alive but not learning or if one is learning but not feeling alive at work, then there will be no thriving. Thriving can only take place when both learning and vitality exist jointly. It was suggested that thriving is a joint sense of both vitality and learning. Thriving is considered a subjective experience that allows employees to evaluate their job (i.e. what they

are doing, how they are doing etc. and helps them to develop<sup>108</sup>. When individuals experience positive raise, they, advance their operations in short term and satisfactorily to the atmosphere in long term<sup>114</sup>. Thriving assists the individuals to do the work in a manner that promotes their personal development<sup>115</sup>.

### **2.3.6 Thriving as Self-regulatory Gauge**

Scholars have argued that thriving achieves these beneficial individual and organizational outcomes because it serves as a component of self-regulation<sup>109</sup>. Self-regulation broadly refers to unconscious and conscious human regulatory processes and typically concerns acts of volition and behaviour guided by goals<sup>116</sup>. Thriving, as a self-regulatory experience, is likely to form part of a feedback model whereby individuals self-monitor their cognitive and affective experiences, receive information that there is a discrepancy between their goals and the current state of affairs, and seek to remedy this discrepancy through their behaviour<sup>117</sup>. For example, when thriving, an individual sense that they are progressing as desired. This reinforces current behavioural choices, and the individual may then 'stay the course' and continue to engage in patterns, routines, or tasks that have resulted in the experience of thriving. When not thriving, an individual is likely to have the sense of suboptimal functioning, that something is missing from or not right about their current course of action.

Lack of forwarding movement in skill and knowledge development combined with low physical energy suggests that the current behavioural path is not ideal. Sensing this, the individual is likely to self-regulate, that is, use this as a signal to monitor the situation more closely and adjust their behaviour and efforts accordingly to increase the experience of thriving<sup>108</sup>.

While thriving has been conceptualized as a self-regulatory gauge, little empirical work has been published in this area to date. There are also several unresolved issues in the self-

regulation literature. For example, much of the research in this domain has occurred within an experimental setting, and it is unclear what mechanisms may serve more broadly as signals that change may need to occur. There is a need to understand how thriving may function as a self-regulatory mechanism in a real-world setting, encompassing additional factors and strategies to improve functioning.

It is likely that for thriving to be sustained and beneficial, adequate resources are required. For example, researchers have found that when teachers are emotionally exhausted, transformational leadership decreases individual levels of thriving<sup>118</sup>. Resources could be external or internal to the individual, such as time, energy, financial assistance, or supportive leadership – valuable in themselves or because they are conducive to other resources of value<sup>119</sup>. Yet, organizations may fail to recognize that a lack of resources, including personal resources, may impede thriving; alternatively, they may recognize this but fail to address it. This study seeks evidence of how the presence or absence of resources influences people's thriving. Organizations that invest resources to support thriving would naturally like to know what their return is on this investment, and whether employee thriving provides benefits that are aligned to organizational goals and outcomes.

### **2.3.7 Thriving Across Various Domains**

Prior research on thriving has focused on a single work context (i.e., an employee's current place of work), and there is little empirical research examining whether there may be spillover from thriving in one context to another context, such as from work to home. One study did find relationships between thriving in one context and another, although the magnitude of the correlations was small<sup>108</sup>. Specifically, the relationship between thriving at work during an Executive Master of Business Administration (EMBA) program and post-EMBA was

significant ( $R^2 = .37, p < .001$ ) even though the majority of participants reported having moved to a new organizational context post-EMBA.

That is, if thriving were wholly context-dependent, one would not expect to find any significant correlation. Further, thriving outside of work was positively related to thriving at work during the same period ( $R^2 = .28, p < .001$ ), although the shared variance of thriving at work and at home does suggest that individuals can be thriving at different levels in one aspect of life (e.g., work) than in another aspect (e.g., non-work). That is, they are related but not necessarily equivalent. Interestingly, post-hoc analyses indicated that among the 17 individuals who were one standard deviation beyond the mean on thriving at work, only four (less than 25%) were also one standard deviation beyond the mean on thriving outside of work. Similarly, among the 14 individuals who were one standard deviation beyond the mean on thriving outside of work, only five were also one standard deviation beyond the mean on thriving at work<sup>108</sup>.

Yet, there is strong evidence that spillover can occur between domains. It has been shown that various work constructs may influence family constructs and vice versa, including effect, time, and energy, affecting important outcomes such as physical and psychological health, and well-being<sup>120,121,122</sup>. That is, negative affect was found to spill over from work to family and vice versa<sup>118</sup>. Meanwhile, the degree of work interference with family was shown to be dependent upon flexible work arrangements, in particular, flexibility regarding time<sup>119</sup>. The results of these studies suggest a few different avenues for how thriving may operate—for instance, is thriving at work a state that spills over into thriving in the home domain or is there a more general construct that influences both the work and home domains?

### **2.3.8 Thriving at Work and Subjective Well-being**

Well-being is a ‘complex construct concerning optimal experience and functioning’<sup>123</sup>. Two distinct but related philosophies underpinning well-being—hedonism and eudemonism were

identified<sup>121</sup>. Hedonism refers to the view that well-being is about happiness and pleasure, while eudemonism sees well-being as concerning the fulfillment of potential. Research on well-being has thus tended to fall into two groups, depending on which philosophy of well-being has been applied<sup>121</sup>. Broadly speaking, a hedonistic perspective of well-being typically focuses on subjective well-being, happiness, and life satisfaction, while a eudemonistic perspective focuses on psychological well-being, self-actualization, and meaningfulness.

Thriving can fulfill both the eudemonic and hedonic aspects of well-being, with learning satisfying a eudemonic function and vitality being hedonic<sup>8</sup>. The learning component of thriving refers to the sense of acquiring and applying knowledge and skills or growing and developing at work<sup>122</sup>. Individuals feel that they are continuously improving at what they do and building capability, confidence, and effectiveness.

The vitality component of thriving refers to the sense of having energy available to the self and is similar to the understanding of subjective vitality, defined as a conscious positive feeling of aliveness and vitality, which may be dependent on physical and psychological factors, and which has also been described as calm energy, or relaxed possession of liveliness and vigour<sup>124</sup>. Vitality, then, may be considered a positive feeling characterized by high activation in comparison with feelings that may be considered equally pleasant, but less energetic.

To reemphasize, prior work on thriving has argued that it captures the combined experiences of learning and vitality<sup>122</sup>. For example, to thrive, it is not sufficient to acquire new skills without also experiencing vitality. If an individual feels a sense of learning but not vitality, this is likely to lead to feelings of burnout. Conversely, if an individual is experiencing vitality but not learning, this may lead to feelings of stagnation<sup>108</sup>. In sum, thriving is conceptualized as a positive, energizing state focused on 'a sense of progress or forward movement in one's self-development<sup>122</sup>.

Through empirical observation, thriving at work has been discerned from accompanying positive paradigms such as learning and performance goal positioning, positive and negative effect, proactive personality, core self-evaluations, flow, flourishing, subjective well-being, and work engagement<sup>116</sup>. Thriving has demonstrated relationships with several individuals and organizational outcomes of interest<sup>122</sup>. For example, in a study of blue-collar workers, professionals, university staff, and not-for-profit managers across six organizations increased thriving was found to predict job performance. Investigations of expatriate adjustment found that thriving was positively related to retention while thriving has been associated with self-development<sup>125</sup>. Other studies have found that a more family-supportive work environment improves employee levels of thriving and that experiencing positive meaning at the beginning of the day enhances thriving by the workday conclusion<sup>126</sup>.

### **2.3.9 Workplace Support and Thriving at Work**

The perceived organization support is the view of an employee about the degree to which the firm values the employee's contribution and cares about their well-being<sup>127</sup>. If the individuals feel that their organizations care about their well-being, they will feel 'alive' and start learning new things to reciprocate to and contribute to the organization's success. Thriving at work is a psychological state, a short-term internal belonging of an employee rather than of long-lasting nature<sup>122</sup>. When employees experience thriving at work they develop an intention to remain with the organization<sup>108</sup>. Fresh examination indicates that when persons thrive at work they sense the push to work<sup>108</sup>. Perceived organization support is a key sign of employee perception of how their organization treats them<sup>47</sup>. A researcher argues that support organizations increase the workers' feelings of being respected and appreciated, which enhances motivation for learning new things and gives a sense of feeling energized<sup>128</sup>. Thus supportive environment enhances thriving at work.

An author found a positive correlation between workplace support and thriving at work among public service retirees<sup>129</sup>. Also, revisiting the Buffering hypothesis found correlates of social support at work had a positive effect on thriving at work among public school teachers<sup>130</sup>.

### **2.3.10 Workplace Support and Subjective Well-being**

Nevertheless, creators have surveyed a variety of advocating procedures for positive psychological well-being. It has been established that emphasizing a disparate way of supporting logic as a moderator for the well-being in a distinct perspective. Indeed, the research witnessed the supporting system for work engagement and employee psychological well-being<sup>131</sup>. The authoritative sources also evaluated each supporting logic or supporting structure to see if it had a statistically significant impact on the organization's responsibility<sup>132</sup>.

The researchers developed a Multidimensional Scale to identify the level of support from each mechanism for the well-being of the employees<sup>133</sup>. Findings also testified that social support has a role in worker psychological well-being in agrarian examination sector personnel and reported the workers who receive social support will enormously benefit from abating job-related stress and well-being<sup>134</sup>. Traumatic incidents can lead people to successive mood and unease disorders<sup>135</sup>.

A study on social support and quality of life in university students reported that social support from friends and family significantly predicted the quality of life and Sources of social support as a significant means for the academic world in shielding the conceptual health of students<sup>136</sup>.

In addition, research has explored the influence of Workplace support on subjective well-being among selected public and private sector employees in Nigeria<sup>137</sup>. A modest arbitrary selection procedure was employed to opt for three hundred and fifty-four (354) participants from both public and private corporations. The results revealed a significant positive relationship between Workplace support and subjective well-being.

Findings also reported the relationship between subjective well-being and Workplace support amongst prison officials in Chile<sup>138</sup>. A total of 190 employees working in state facilities and privately-run prisons were evaluated. Data drawn from each form were transferred and analyzed through SPSS 15.0 Statistic Software, which made it possible to carry out descriptive, correlation, and comparison data analysis. The main results depicted a positive and significant connection between subjective well-being and Workplace support, in such a way that personnel fulfilled with their careers tend to think better psychologically and perceive support from their groups. Additionally, there were no substantial variations instituted between representatives in separate facilities, concerning the study variables. On the subject of socio-demographic statistics, the analysis demonstrated certain variations between genders as far as job satisfaction and psychological well-being are involved, though there were no discrepancies found between employees in various units.

Research also investigated the effect of perceived organizational support and rewards on subjective well-being through the mediation of employee engagement in five big banks in Pakistan. Records were gathered from the 200 employees of five big banks in Pakistan (HBL, UBL, ABL, MCB, and NBP)<sup>139</sup>. The results showed that there exists a significant and positive relationship between workplace support and subjective well-being among bank employees.

The study also determined the impact of perceived organizational support on the subjective well-being of Iranian employees<sup>140</sup>. Data were collected through questionnaires from 136 employees working in Tehran Cement Company. Data analysis was conducted using regression analysis. It was discovered in the study that workplace support had a significant and positive influence on subjective well-being among Iranian employees.

The study of the relationship between Workplace support and employees' well-being in the Islamic Azad University of Kerman was also examined<sup>141</sup>. The algebraic residents in the study

comprised all personnel in Islamic Azad University of Kerman who was 364, and the model population was established as equal to 188. For analyzing the data, different statistical methods were used by SPSS software. The result showed that there is a meaningful and positive relationship between Workplace support and subjective well-being.

The mediating effect of job satisfaction, affective commitment, and felt an obligation in the relationship between Workplace support and subjective well-being among postal employees in Indonesia was also examined<sup>142</sup>. There were 128 from 163 postal employees surveyed, and the response rate was about 78.52%. Data were investigated by applying Partial Least Square. The main findings are that there was a mediating role of job satisfaction, affective commitment, and felt obligation between workplace support and subjective well-being.

### **2.3.11 Workplace Support and Subjective Well-being**

Psychologically, feeling valued, cared for, and supported by one's manager and coworkers makes work surroundings appear more excellent or much less stressful. Moreover, people with excessive ranges of social support were located to have a greater constructive view of the destiny than people with low ranges of support<sup>143,144</sup>. Concerning the connection between workplace social support and subjective well-being, the buffering version proposes that social assistance protects a person from the unfavorable consequences of stress<sup>145, 146</sup>. Empirical research has additionally proven that humans revel in better ranges of subjective well-being once they feel closer and greater linked to different humans at their place of work<sup>147</sup>.

In this regard, workplace social support, which represents the quantity of care and love, is probably a vital thing in figuring out a person's subjective well-being. Furthermore, support at the place of work features assists reduces one's uncertainty or stress, via the trade of verbal and non-verbal messages that deliver emotion, facts, or referral<sup>148</sup>. Following this view, social support at the place of work may be visible as a glide of emotional concern, instrumental aid,

statistics, and/or appraisal (i.e. information relevant to self-evaluation) among humans (i.e., manager and coworkers). An author observes employees and examines manager and coworker support on activity overall performance through the mediating roles of activity and lifestyles satisfaction. The study confirmed that coworker support affects personnel's subjective well-being<sup>149</sup>.

Perceived organizational support refers to personnel' ideals concerning the quantity to which the employer values their contributions and cares about their well-being. Employees with excessive perceived organizational support locate their activity more pleasurable, are in a better temper at work, and go through fewer stress symptoms, which include fatigue or burnout. This shows that perceived organizational support helps the experience vitality. High support implicitly creates duties inside people to pay off the employer, consisting of contributions to the employer's achievement which go past what's officially required <sup>150</sup> . Consequently, personnel who sense supported with the aid of using their employer need to be encouraged to gather understanding and capabilities to assist the employer to attain its goals, leading to extended studying at work. Consistent with those assumptions, studies have located a fantastic relationship between thriving at work and perceived support<sup>151,152</sup>.

### **2.3.12 Supervisor Support and Subjective Well-being**

At the place of work, supervisors had been identified as being instrumental in growing the roles and expectancies of employees through structuring the work surroundings and through supplying data and remarks to employees<sup>153,154</sup>. Consequently, the belief that one's manager is supportive is indicative of nice work surroundings, that's probable to have a tremendous impact on subjective wellness and process satisfaction. In different words, while intrinsically favorable and pleasurable process situations are interpreted by people as a signal of care and respect from the manager, subjective well-being may be enhanced. Empirically, the finding that supportive management surroundings had a high tremendous affiliation with subjective well-being

presents proof for present studies to hypothesize that a supportive manager has an extensive impact on worker subjective well-being.

Two researchers additionally confirmed through structural equation modeling that manager support directly predicated subjective well-being, whilst colleague support did not. Other researchers discovered workplace social support as a predictor of subjective well-being however manager's associated aspect is a higher predictor than support from a colleague. In an associated study, every other institution of researchers investigated the place of work empowerment amongst medical experts and discovered that subjective health becomes defined through excessive ranges of organizational empowerment. Also, a researcher observed that workplace support is associated with crucial organizational outcomes including subjective well-being

### **2.3.13 Coworker Support and Subjective Well-being**

Like manager support, coworker support additionally entails the interpersonal switch of instrumental or emotional resources <sup>155</sup>. Similarly, coworker support permits people to experience being valued, cared for, and supported by colleagues, which makes work surroundings extra satisfactory and rewarding. Empirical findings imply that variations in delight among coworkers affect appreciably the inner work motivation of personnel<sup>156</sup>. In different words, supportive interactions among coworkers can be key motivators for people and are probable to have a fine impact on subjective well-being. In particular, beyond theoretical and empirical research has proven that humans enjoy better degrees of subjective well-being after they feel near and related to their coworkers. In summary, supportive relationships amongst colleagues normally enhance well-being, as a coworker guide at the place of work is probable to satisfy the want for association among coworkers.

Other research has similarly substantiated the importance of supportive coworkers in instances of adversity. Apart From supplying personnel with instrumental benefits, supportive coworker conduct enables them to deal with adversity, it could additionally guide private boom and development and, consequently, serve as a supply of energy <sup>157</sup> . Supportive coworker relationships additionally serve as an enabling shape and inspiring situation for obtaining new understanding and capabilities at work<sup>158</sup>.

Workplace civility is a high-quality form of conduct that incorporates politeness and regard for others, steady with norms for respect<sup>159</sup>. Further, it refers to the consideration personnel extends to every other, the capability for conflict resolution, and willingness to be conscious of each other which might be traits of supportive social environments<sup>160</sup>. Workplace civility engenders an environment wherein personnel feel encouraged to proportion information, advice, and guide each other<sup>161</sup>. In essence, workplace civility needs to facilitate what to enjoy at work. Moreover, civility engenders fine emotions about the self and others such that once accorded respect, personnel experience value and power suggesting that civility needs to make sure personnel' emotions of energy and in the long-run well-being<sup>151,158</sup>. Recent research has observed workplace civility to be associated definitely with thriving at work<sup>31,162</sup>.

### **2.3.13 Thriving at Work and Subjective Well-being**

Thriving at work refers to a fantastic mental state characterized by the aid of using a joint feel of energy and learning<sup>163</sup>. Thriving at work has proven that thriving at work is related to individual characteristics, which include psychological capital, proactive personality, fantastic effect, and work engagement <sup>164</sup> . In addition, high-quality institutions were additionally observed among thriving at work and relational characteristics, consisting of supportive coworker behavior, supportive management behavior, and perceived organizational support<sup>165</sup>. Further, thriving at work is associated with essential worker results, consisting of health-associated results which include burnout, attitudinal outcomes which include commitment, and

performance-associated effects which include task performance. This study's final results showed that thriving reveals small, albeit incremental predictive validity above and past fantastic effect and work engagement, for assignment performance, process satisfaction, subjective health, and burnout<sup>163</sup>.

Thriving at work and personnel's relationships with their coworkers, supervisors, and the company as a whole had been reviewed. A coworker was taken into consideration in phrases of heedful relating, supportive coworker behavior, and civility and incivility, supervisors were taken into consideration in phrases of supportive management behavior, empowering management, transformational management, and Leader-Member Exchange (LMX), and the company was taken into consideration in phrases of perceived organizational support and trust. Heedful interactions became described as being attentive, purposeful, conscientious, and considerate<sup>166</sup>. They contribute to group effectiveness with the aid of using growing personnel's capacity to work in unison bringing approximately amazing operating relationships amongst personnel thereby energizing them further <sup>167</sup>. In this regard, heedful relation interprets energy <sup>168</sup>, <sup>169</sup>. Further, the heedful interplay amongst personnel truly complements the experience of learning through personnel development in their competencies and expertise through interactions with others<sup>108</sup>.

In a meta-analytic regression model and path analysis to examine the incremental predictive ability to thrive at work over and above positive affect and work engagement for four common outcomes which are task performance, job satisfaction, subjective well-being, and burnout<sup>170</sup>.

The results of their analyses revealed that thriving exhibits incremental predictive validity above and beyond positive affect and work engagement, for task performance, job satisfaction, subjective health, and burnout, accounting for between 1% (task performance) and 11% (job satisfaction) additional variance in these outcomes. Moreover, the relative weights analyses showed that thriving accounts for relatively more of the total variance explained in job

satisfaction, subjective health, and burnout than in task performance, for which the dominant predictor was work engagement.

Another writer additionally determined that thriving at work advantages the organization, via multiplied overall performance and decrease health care costs. It has been asserted that thriving at work can't be cultivated simply through lowering stressors in the place of business, however, it calls for growth in the presence of precise mental states, behaviors, assets, and contextual features. This means that workplace support, as a contextual factor, ought to promote thriving at work. It is likewise essential to remember elements that promote thriving at work. In this regard, A studies paintings said that in keeping with the self-willpower concept of, and the social cognitive concept of, psychological capital and agented work behaviors, together with project consciousness and heedful relating, will promote thriving at work, which means that personnel which is extra lively and functional at work are much more likely to preserve studying and power in the place of business<sup>171</sup>.

Another study used a sample of customer service officers from different organizations to examine the longitudinal relationships between thriving at work, workplace support, and subjective well-being. Grounded on the conservation of the Resources theory and the broaden-and-build theory, they hypothesized a reciprocal model between thriving at work and subjective well-being. The findings supported the prediction. Specifically, thriving at work will predict workplace support, and the outcomes, in turn, will predict subjective well-being.

Other researchers investigated whether workplace support plays a role in mediating the effects of job resources (i.e. Thriving at work, task autonomy, skill utilization, and social support) on subjective well-being. Furthermore, thriving at work was the most important predictor of subjective well-being. This study demonstrates the relevance of thriving at work and workplace support on subjective well-being among service workers.

It was also found that learning translates to subjective well-being through leadership impact. In this regard, Authorizing principal's emphasis on power allocation and conferring self-rule to personnel to actuate their innate motivation<sup>172</sup>. Thus, empowering leaders are more than information sources - they enable self-directed learning<sup>70</sup>. Empowering leaders offers their followers the opportunity to behave autonomously in their place of work and to understand their work as meaningful, consequently contributing to emotions of vitality. Indeed, empowering management has been proven to narrate definitely to thriving at work<sup>173</sup>. The heedful relationship amongst personnel was shown to narrate definitely to thriving at work<sup>82,108,111</sup>. Further proof indicates the lifestyles of an advantageous relationship among supportive coworkers conduct and thriving at work<sup>174</sup>.

Further, learning opportunities provide employees with personal resources that better equip them to cope with psychologically and physiologically demanding work<sup>175</sup>. Learning fosters recovery from workplace strain and it is key for individuals to be able to maintain well-being and performance in the workplace<sup>176</sup>.

Reviews of extant studies have shown that interventions geared towards developing self-regulatory personal-level resources on a large scale have a positive significant impact on enhancing psychological well-being<sup>177,178</sup>. Extant studies showed that learning interventions aimed at developing personal resources to cope with stress and enhance well-being at work are generally effective, although emphasized that more work is required to identify how individual, contextual and process factors influence their well-being and effectiveness. Studies have linked training and development as a key conceptual pillar reflecting the human capital investment strategy of the firm<sup>179</sup>. However, critics have argued that the emphasis on overall performance has regularly been at the expense of worker well-being<sup>180</sup>. This has acquired a counter-argument from the final results of some other studies that confirmed that the layout of labor and human resourcing practices to offer personnel possibilities to study is fundamental to

retention, talent relevance, and process enrichment, which can in turn impact turnover and employee work attitudes<sup>181</sup>.

Research has broadly tested the connection between Human Resources Management (HRM) practices and overall performance even though their effect on worker well-being has regularly been handled as secondary. This is despite the hyperlink between well-being and overall performance<sup>182</sup>. By all indications, learning opportunities have been shown to predict subjective well-being and health maintenance<sup>183,184</sup>. Employees with an experience of energy have additionally been proven to be much less probable to feel concerned and much more likely to be mentally healthy<sup>185</sup>. Vitality tells of both physical (e.g., illness) and psychological (e.g., fatigue) states<sup>184</sup>. Personnel with a perception of vitality have also been demonstrated to be less expected to feel apprehensive and more apt to be mentally healthy<sup>186</sup>. Moreover, emotions of power render human beings extra resilient to bodily adversity and illness<sup>187,188</sup>. In essence, thriving at work is positively related to subjective well-being<sup>108,189</sup>. Burnout is characterized as the manifestation of extended strain during the process and consists of emotions of exhaustion, cynicism, and decreased<sup>190</sup>.

Vitality constitutes a useful resource that gives personnel the energy essential to correctly address the demanding situations in their work, resulting in decreased burnout<sup>191</sup>. Employees who study at work gather know-how to deal with work demands, impeding emotional exhaustion<sup>192</sup>. Indeed, feelings of learning and vitality are assumed to counteract the development of burnout, and thriving at work was shown to relate negatively to burnout<sup>172,193,194</sup>.

Supportive managerial environments were additionally observed to be related to thriving at work. Supportive managerial environments affect secure work scenario such that personnel feels encouraged to take dangers and therefore study from the studies they make<sup>89,195</sup>. In essence, individuals who get assistance from their supervisors display extra willingness to take

part in developmental activities<sup>196</sup>. Also, supportive management conduct promotes perceived meaningfulness of one's activity and quality of work relationships, which, in turn, ends in more suitable emotions of power<sup>89,197</sup>.

#### **2.3.14 Subjective Well-being of Gender**

Research on SWB is progressing deeper into the mainstream of various academic disciplines and increasingly drawing the attention of policy-makers. SWB was also described as having a good mental state, including all of the various cognitive evaluations that people make of their lives, and the affective reactions of people to their experiences<sup>198</sup>. Thus, SWB encompasses life satisfaction, positive affect, and negative affect. Life satisfaction involves an evaluative judgment of how one's life is faring, which requires making an effort and remembering past experiences, whilst positive and negative affect involves measuring the hedonic experiences people have either in real-time or shortly after these experiences have occurred<sup>199</sup>. The consensus on effect is that the absence of negative moods and emotions needs to be assessed separately from the presence of positive ones. SWB in consequence determines not just feeling cheerful, but also not feeling gloomy or irate, and being assured with one's life in general. This concept of SWB has been rooted in the interpretation of Jeremy Bentham's term "utility," which later widened the meaning of pleasure to include "benefits, advantages, profits, good or happiness (and the absence of) failure, suffering, misfortune or unhappiness"<sup>200</sup>. The utilitarian concept of happiness thus encompasses both the presence of pleasure and the absence of pain.

In addition, to 'hedonic' or emotional experiences, SWB also includes functioning well, such as having a sense of engagement and competence, being resilient during setbacks, having good relationships with others, and a sense of belonging and contributing to a community<sup>201</sup>. Thus, SWB is an umbrella term that comprises the various ways in which people evaluate their lives, including life satisfaction, pleasant emotions, satisfaction with domains such as work and health, feelings of fulfillment and meaning, and low levels of unpleasant emotions<sup>202</sup>. Largely,

SWB is determined by merely requesting people about their life. In this sense, it shares the democratic aspect of preference satisfaction, in that it allows people to decide how good their life is, without the judgment of experts or someone else deciding their well-being, and comprises satisfaction (both in general and satisfaction with specific domains), as well as positive and negative affects<sup>203</sup>.

### **2.3.15 Measuring Subjective Well-being**

The measurement of SWB has a long history, going back to early writings<sup>204</sup>. They argued that happiness is the greatest good, hence the aim of policy-makers should be to create the greatest happiness for the greatest number of people. Nevertheless, no attempts have been made to measure SWB until recently. Today, there is growing interest in the measurement and use of SWB for research and policy purposes. The literature has classified three different ways in which SWB can be measured: as a life evaluation, experienced well-being, and 'eudemonic' well-being<sup>205</sup>.

SWB is measured as a life evaluation when people are asked to provide global assessments of their life. This measure has been used most often in policy and/or research because of its prevalence in several surveys, as well as its comprehensibility and appeal to policy-makers<sup>206</sup>. Life evaluation may be measured either through a global satisfaction measure, in which people evaluate their lives as a whole using a single question or through a set of multiple items, in which people state their degree of satisfaction with different aspects of their lives. A classic illustration of the former is: "All things deemed, how assured are you with your life as a unit these days?" or "Taken all together, would you say that you are very happy, pretty happy, or not too happy?"<sup>207</sup>.

Latest investigations, nonetheless, have incorporated compound questions eliciting evaluative well-being. The most widely used is the Satisfaction with Life Scale (SWLS), which measures

life satisfaction by asking respondents to report their level of agreement with five statements on a seven-point Likert scale from strongly disagree to strongly agree<sup>208</sup>. Although the single-item global life satisfaction question is simple and requires less response time than multi-item measures, the latter appears to be more reliable. For instance, the multi-item life satisfaction has an estimated reliability of close to 0.80 compared with single-item global life satisfaction measures, which have estimated reliability of about 0.60<sup>205</sup>.

Experienced well-being is very closely associated with mental state, which depends entirely upon feelings held by the individual during a given period<sup>203</sup>. It is reflected by an individual's report of mood, affect, or emotion and corresponds to the Benthamite, utilitarian view of well-being as pleasure and pain<sup>209</sup>. Thus, experienced well-being can be thought of as the average balance of pleasure over pain, measured over the relevant period<sup>210</sup>. The Experience Sampling Method and the Day Reconstruction Method are examples of experienced well-being measurements. However, these methods are very costly, involve a high burden on respondents, and are difficult to implement<sup>202</sup>. Thus, several surveys applied the following simple questions as experience measures: "Overall, how happy did you feel yesterday?" and "Overall, how nervous did you feel yesterday?" The former is intended to measure positive affect, whilst the latter measures negative affect. Both are measured on a 0 to 10 scale, where 0 is 'not at all and 10 is 'completely'<sup>203</sup>.

'Eudemonic' well-being involves issues related to psychological needs, such as autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. These accounts draw from Aristotle's 'eudemonia', which states that all fully rational people strive to have the best life possible, creating a bridge between the more private realm of personal happiness to the more public issues of competence, freedom, and opportunity<sup>211</sup>. These ideas have been well elaborated in the seminal work, which highlights the importance of having the opportunity to develop capabilities and to function effectively if

we are to flourish as human beings<sup>202</sup>. Despite difficulties to construct comprehensive questions related to purpose and meaning in life, some studies have suggested questions about worthwhileness as a proxy to measure eudemonic well-being, such as “Overall, to what extent do you feel that the things you do in your life are worthwhile?” Responses are given on an 11-point scale, where 0 is ‘not at all’ and 10 is ‘completely’.

### **2.3.16 Determinants of Subjective Well-Being**

Health, income, and social networks, as well as socio-demographic characteristics, are the major determinants of SWB, though other potential determinants have been identified<sup>212</sup>. Personal characteristics (e.g. genetic factors and personality traits) are also important determinants of SWB, but such variables cannot be easily influenced by policy<sup>213</sup>.

#### **Health**

Several studies have consistently revealed a strong relationship between health and SWB. Psychological health is more strongly correlated with SWB than physical health due to the close correspondence between SWB and psychological health<sup>214</sup>. Although over time people adapt to their health or disability, this adaptation is usually far from complete. Using the fixed-effects model (that controls for unobserved individual heterogeneity over time), it was found that disability reduces life satisfaction (on a 1-7 scale) by 0.596 points for those with a past disability, by 0.521 points after 1 year of disability, 0.447 points after 2 years, and 0.372 after 3 years<sup>215</sup>. Like SWB, HRQoL measures are inherently subjective and pertain to an individual’s self-assessment of multiple health dimensions. Studies have shown that self-rated health is more strongly related to SWB than health ratings assigned by others, such as physicians or relatives. Further, HSU instruments with limited coverage of emotional health are less effective in predicting SWB<sup>216</sup>. Similarly, objective health (usually measured as the presence of illness)

and disability are more weakly associated with SWB than self-rated health. Irrespective of how HRQoL is measured, health has strong, significant associations with SWB.

### **Income**

Much research has been undertaken on the relationship between income and SWB, particularly so after a seminal paper<sup>217</sup>. He suggested that, at least within individual developed countries, people with higher incomes are happier on average, whereas an international comparison showed no difference in the average level of self-reported happiness by per capita income. This is commonly known as the Easterlin Paradox. However, several studies have shown a robust positive relationship between income and SWB across countries and over time<sup>218</sup>. For instance, it was studied the relationship between income and SWB using time-series data, and their findings suggested that increases in absolute income are related to both increased individual and national SWB<sup>217</sup>. Some researchers have argued for a modified version of Easterlin's hypothesis that would acknowledge the existence of a link between income and well-being among those whose basic needs have not been met, but the same researchers claim that beyond a certain threshold, income is unrelated to SWB<sup>219</sup>.

Despite the debate on the relationship between income and SWB, several key findings consistently appear in the literature. Most evidence revealed a positive relationship between income and SWB but with a diminishing return to income both at the national and the individual level. For instance, most cross-country studies found a significant, positive correlation between per capita income and SWB, implying that higher-income countries experience higher SWB<sup>203</sup>. Similarly, several national studies demonstrated a positive association between individual income and SWB. It has also been argued that richer individuals express higher SWB than poorer individuals. However, additional income makes poor individuals happier than rich ones, indicating diminishing returns to SWB concerning income<sup>216</sup>.

Most national cross-sectional studies have shown that individuals with higher incomes have higher SWB, though the degree of the association depends typically on the age of the individuals. Some studies have suggested that the youngest and oldest age groups are less influenced by income than their middle-aged counterparts<sup>220</sup>. The correlation between income and SWB varies across countries as well, being higher in developing than in developed countries, though cultural and political setup might explain such variations. Similarly, the duration of unemployment and the degree and availability of an unemployment welfare system influences the income-SWB relationship. Studies have shown that relative income is an important predictor of SWB as compared to absolute income, which implies that an increase in income may have little effect on SWB if the change in income is the same across the relevant comparison groups<sup>221</sup>. Furthermore, aspirations and expectations, which are driven by past income, are important determinants of SWB.

### **Education**

The association between education and SWB is often mixed, with several studies reporting a weak positive relationship, while others found an inverse association, and still, others suggested no significant relationship between education and SWB<sup>222</sup>. The effect of education on SWB often depends on the presence of other correlated variables, such as income and health. For instance, the role of education can be merely instrumental if it serves to increase income, and hence its effect drops after models are controlled for income and other indicators of socioeconomic status<sup>223</sup>. These mixed findings on the relationship between education and SWB could be attributable to differences in the control variables included in the model and the methodological approaches applied.

## **Social Relationships**

Recent developments in the study of SWB have considered 'social capital' as a potential explanatory factor. Social capital describes measures of individual or group networks, general trust, civic involvement, and personal connections<sup>224</sup>. Though this definition is quite broad, the quantity and quality of intimate relationships and social bonds among individuals are the most important components of social capital and are strongly correlated with SWB<sup>225</sup>. Empirical evidence has revealed that support from family, friends and the wider community is strongly related to higher SWB<sup>226</sup>. The literature has also shown that objective, measurable aspects of an individual's relationships and social network influence SWB, but only modestly as compared to subjective social indicators. For instance, it was argued that objective social indicators such as social support and the number of friends fail to measure how people feel about their lives and are poor indicators of SWB<sup>220</sup>. This effect appears to be larger for subjective measures, which is not surprising as they correspond closely with SWB. The number and strength of social connections are among the largest and most robust predictors of SWB<sup>227</sup>. Being married is associated with higher SWB compared with those who never married, or are widowed, separated, or divorced. They also reported that being separated is associated with the lowest level of SWB, even lower than being divorced or widowed (as the series of difficulties and challenges during separation gradually decreases due to the coping mechanism). Further, in a study, the death of a spouse leads to a substantial drop in SWB, which never returned to its initial level<sup>228</sup>. Thus, change in marital status is an important determinant of SWB.

## **Personal Characteristics**

There is extensive literature on the link between SWB and personal characteristics such as age, gender, ethnicity, genetics, personality traits, and personal values. Studies consistently

suggested a U-shaped SWB with age, with the highest level of satisfaction observed in younger and older age groups and the lowest life satisfaction in middle age<sup>211</sup>.

Although there is no consensus in the literature on the nature of differences in SWB by gender, women usually report higher SWB than men<sup>229</sup>. However, some studies have shown higher levels of SWB for men, and others found no evidence of gender effects, particularly when specific subjects were considered, such as those who cannot work due to ill health and those who provide informal care for others<sup>230</sup>. This variation could be attributable to differences in control variables and methodological approaches.

Ethnicity is an important predictor of SWB, for example, evidence from the US suggested that Whites have higher SWB than African Americans<sup>211</sup>. A study found that ethnic Africans generally report lower SWB than native Whites and Asians in the UK<sup>231</sup>. More recently, a study also showed that people from minority ethnic groups have lower life satisfaction than those from the White majority in the UK<sup>232</sup>. Several psychological studies have investigated the relationship between personality traits and SWB, and the findings suggest that this factor is one of the strongest and most consistent for predicting SWB. In the economics literature, personality traits (usually known as individual heterogeneity) are assumed to be constant and are handled by employing econometric approaches such as the fixed-effects model. In line with this, it has been shown that personality traits are one of the main components of individual heterogeneity and can be used to increase the understanding of individual variations<sup>233</sup>. Avaricious beliefs related to personal characteristics also negatively affect SWB. Individuals who hold more acquisitive values are less satisfied with their life than less materialistic individuals.

In general, SWB is responsive to changes in policy-relevant factors such as income, education, health, social relationships, employment conditions, etc., as well as genetic factors and

personality traits, which are less likely influenced by policy. As income is more important for the poor than for affluent individuals, policy directions aimed at generating income streams for the poor may improve SWB in this subgroup. Further, to minimize the negative effect of relative income or social comparison on SWB, reducing socio-economic disparity is crucial. Thus, well-designed policies aimed at reducing poverty and social and economic inequality are important in maintaining SWB. Public policies that keep people healthy and educated as well as promote social networks, including family relations, should be encouraged. Public policies aimed at job creation are also useful. These policies not only generate income; they also lead to many positive side-effects that are important for SWB, such as feelings of fulfillment, relationships with colleagues, knowledge sharing, and feeling secure<sup>234</sup>.

### **Subjective Well-being and Gender**

Conventionally, women record better tiers of happiness or delight than men<sup>235,236</sup>. A group of researchers establish that male respondents to the Swedish Level of Living Survey had lesser chances of being satisfied all of the time than women<sup>69</sup>. An institution examination in the US established that men have become much less satisfied with their lives over an extended duration of time. Investigating mentioned tiers of happiness, a study's work at the start recognized no sizeable gender differences. On the alternative hand, such disparities did come to be obvious when age was considered: women below forty-five have been happier than men, whilst the ones over forty-five had lesser tiers of happiness than men. The document used the World Values Survey, an example of information from 122 surveys in sixty-five societies. Amongst the youngest institution of respondents, 24 percent of men and 28 percent of women have been observed to be 'very satisfied', whilst in the oldest institution, only 20 percent of women and 25 percent of men recognized themselves as 'very satisfied. This study proposes that the stages of happiness of women lessen during lifestyles span, whilst men show off constant or a faintly better tiers of happiness later on in existence than they did via their youth or early adulthood.

Australian information specify more gender disparities by age: at the same time only 34 percent of men aged below forty-five describe themselves as ‘very satisfied’ in assessment with forty-eight percent of ladies in the identical age group (a gap of 14 percent factors in favour of women), the affiliation overturns for individuals over fifty-four years of age, while forty-four percent of men and 35 percent of ladies deem themselves to be ‘very satisfied’ (a gap of nine percent factors in favour of men).

However, a few current types of research have established that there are no noteworthy disparities among the ranges of life delight of men and women. Furthermore, some researchers dispute that the space in the mentioned ranges of well-being has altered since the 1970s, and female happiness has lessened in overall value in comparison to male happiness<sup>237</sup>. Marital reputation Married individuals, both males, and females document the very best stages of achievement and high-quality impact, followed by people who stay collectively married. It has been disputed that the upbeat impact of marriage on subjective well-being is only transitory the stages of subjective well-being diminishing every year after the primary 12 months of marriage to degrees akin to the ones previous to marriage<sup>238</sup>, <sup>239</sup>. But despite proof of ‘complete adaptation’ to marriage, a recent longitudinal report summed that married people are happier than singles<sup>240</sup>. Age could seem to similarly increase the high-quality impact of marriage, whilst single men are much less satisfied than single women. Examining the alternate in subjective well-being after marriage, a researcher established that an individual’s existing desires and expectancies may have spill-over influences on the degrees of happiness of an individual’s partner. For instance, even though one can also additionally have excessive initial stages of happiness and be satisfied with their marriage, their very own happiness level can be negatively impacted by their partner’s degree, a gap among expectancies, and tangible accomplishment. Such spill-overs can work both to lower and to flourish.

In a two-year longitudinal design study among Finnish managers, they examined the intriguing question of whether the thriving at work and workplace support is stable or changes over time. For this aim, they used both variable- and person-centered approaches. Authors found four thrived, at work with the support of their Supervisors, concluding that both phenomena will largely improve subjective well-being. Results will reveal the levels at which thriving at work and workplace support interact over time, the mean levels of workplace support will have a high influence on subjective well-being. This study will tell us how both independent variables, thriving at work and workplace support will interact over time.

Three wide methods have been recognized when measuring subjective well-being they are; 'evaluative', 'experience', and 'eudemonic'. The evaluative method requires respondents to make an informed assessment or cognitive indication of their life. Respondents can be asked to afford an assessment of their whole life satisfaction or certain facet of their life such as happiness with their health, job, and relationships. An unconventional appraisal question is known as the Cantril ladder of life in which respondents rate their current life on a ladder scale for which 0 is 'the worst possible life for you' and 10 is 'the best possible life for you. Other methods include general happiness measures that are not definite to a particular point in time. The appraisal approach to measuring well-being has been the most prevalent both in national and international surveys, these types of questions have also been seen by policymakers as beneficial sources of knowledge for some time<sup>241</sup>.

Experience (or affect) measures aim to provide an appraisal of the emotional quality of a person's knowledge in terms of the occurrence, intensity, and type of influence or emotion at any given time, for instance, happiness, sadness, anxiety, or excitement. Gathering can be done via diary-based procedures such as through the Day Reconstruction Method (DRM) and the Experience Sampling Method (ESM) where respondents describe feelings at various times of the day while executing diverse activities. It is also probable for this information to be collected

via more common social survey questions by asking respondents questions about their mindset over a short reference time, for instance, 'In general, how nervous did you feel yesterday? Skill methods can pick up both positive emotions, such as happiness, joy, or contentment, and negative ones, such as anxiety, worry, pain, or anger.

The eudemonic method is based on the theory that people have underlying emotional needs for their lives to make sense, to have a sense of control over their lives, and to have a relationship with other people<sup>242</sup>. This method of subjective well-being is also sometimes described as the 'functioning' or 'psychological' method of well-being. Eudemonic measures look to capture a range of features that can be considered significant, but are not essentially reflected in evaluative or experience methods and can include self-sufficiency, control, competency, commitment, good personal relationships, and a sense of meaning, purpose, and accomplishment. These types of methods are also sometimes known as measures of 'flourishing'<sup>243</sup>.

In the appraisal of the quality of lifestyles research, a study's work categorizes financial and social signs as measures of objective 'circumstances', and copes with subjective well-being as the subjective determinant of the quality of lifestyles. Their technique is properly supported through research. Objective well-being 'centers on what people have (get entry to resources and opportunities), which make up the goal scenario of the coolest lifestyles'<sup>244</sup>.

There are two objective determinants of well-being, they may be; financial signs and objective social signs. The utilization of financial signs become suitable for the duration earlier than the Second World War, however, whether or not 'more' equaled 'better' have become a controversial problem in a post-materialistic society and social signs later came to be an extra reliable determinant of the well-being of people, societies, and nations<sup>58</sup>.

In addition, as economies and societies continue to grow, the belief that the quality of lifestyles 'ought to be in the attention of the beholder' surfaced and this meant comparing not most effective financial and objective social signs, but peoples' perceptions of their lives as well. A researcher argues that intentional social signs are 'records which constitute social records unbiased of man or woman evaluations' and that they have fundamental functions: to scrutinize social alternate and to screen welfare. Such social signs aren't used in this thesis; instead, it assesses persona pride with components like a man or woman's safety, health, neighborhood community, loose time, and employment opportunities. These measures are used to decide the multiple-object measure of subjective well-being and in mixture with the single-object degree of subjective well-being (fashionable pride with lifestyles) to discover the disparities in properly-being among tertiary-knowledgeable and non-tertiary-knowledgeable Australians.

The thesis specializes in thriving at work and moderating the impact of workplace support on subjective well-being. Even though the importance of each goal and subjective components of well-being is acknowledged, for the reason of this thesis well-being is classified in a subjective well-being approach.

The revision of subjective social signs flourished in the 1970s, and proponents and fans of those signs as measures of quality of lifestyles came to be identified as the 'American School'. Their dispute becomes that well-being 'consists of high-quality rudiments that move past financial prosperity. The development of means to measure the subjective quality of lifestyles conversely produced extra arguments, the appraisal of subjective well-being being not as straight-ahead as that of objective well-being. Generally described as a person's evaluative disposition to his or her lifestyle – both in phrases of lifestyles pride (cognitive evaluations) or have an effect on (ongoing emotional reactions)', SWB grew to be depicted as a huge class of phenomena that consists of man or woman's emotional responses, are a delight, and widespread finding of lifestyles pride'<sup>83, 237, 247</sup>.

However, the determinants of subjective well-being, whether they are measures of effect, satisfaction, or happiness, are prone to individual biases such as personality, a contrast of oneself with other individuals, previous personal experiences, ambitions, or opportunities. While some studies view happiness as an emotional evaluation of a person's present state or affect, and satisfaction as a cognitive measure, and others define happiness as attaining satisfaction over most domains of life, other researchers use measures of subjective well-being such as happiness and satisfaction with life interchangeably. Still, other research works use time-use measures or diary data to evaluate the pleasant and unpleasant times all through the day<sup>245</sup>. Even though the availability of optional measures may be seen as an advantage in creating a valid and reliable measure, these measures often produce dissimilar outcomes across groups of people or populations. It is vital in such conditions that outcomes are discussed in the perspective of the research and cautiously positioned in the general context. Constructed to capture the desired results of definite studies and answer particular study questions, indicators like happiness, fulfillment with life, or positive/negative affect are all used in the text to illustrate the subjective well-being of individuals.

### **Demographic Factors and Subjective Well-being**

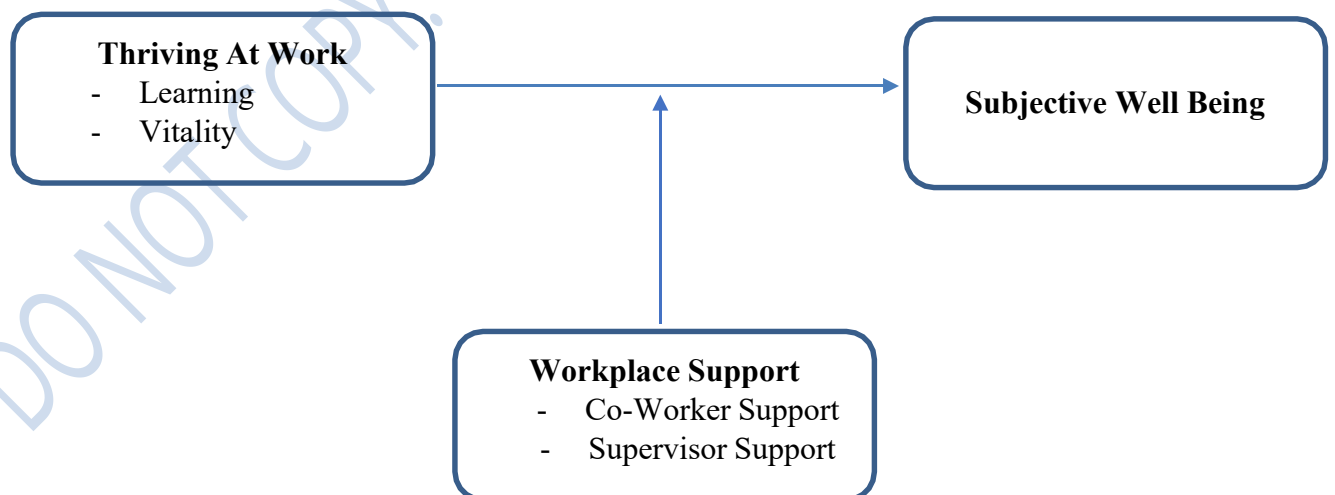
The knowledge of why subjective well-being is related to age through inspecting the connection between affiliation between age and subjective well-being amongst an Internet pattern of 3,294 adults ranging in age from 40 to 69 and observed that age and subjective well-being in Western nations have a U-formed affiliation over the lifespan has been advanced<sup>246</sup>. Although, the motive for the curve is essentially unexplained, however, examined twelve social and mental variables that would account for the U-formed curve. Regression analyses confirmed that the social-psychological variables defined approximately two-thirds of the curve and accounting for them appreciably flattened the U-shape. Further, perceived stress, distress-depression, an open angle about the future, wisdom, delight with social relationships,

and own circle of relatives stress had been measured that had stated effects on lowering the curve.

This literature review in existed studies shows research gaps on subjective well-being at the banking sector level. The analysis highlighted the existence of gaps in the literature which focus on different factors ranging from demographic to psychological factors, and lack of studies that explore the kinds of interlink between thriving at work and subjective well-being when workplace support moderated the relationship. The literature review shown that the thriving at work, workplace support, and subjective well-being have been extensively researched, however, there are limited research on these constructs in Nigerian context that studied the moderating effect of workplace support on the relationship between thriving at work and subjective well-being.

#### 2.4 Conceptual Framework

Thriving at work and workplace support are taken as the predictors of subjective well-being, whereas, Subjective well-being is operationalized and taken as a focal criterion variable. Moreover, workplace support is also taken as the moderating variable.



**Figure 2.1: Schematic diagram of the conceptual model**

**Source: Fieldwork, 2021**

It reveals that thriving at work is the main indicator of subjective well-being. Employees that have an increased rate of thriving at work tend to be happier and have more satisfaction. Sense of learning contributes to positive subjective well-being.

The two constructs of workplace support are Supervisor support and coworker support. These constructs lead to a more positive outcome of subjective well-being and their interaction are positive.

Where there is high workplace support, there is every tendency that workers will be open-minded to learning and acquire more skills that in turn benefits both the employer and the workers because it will affect productivity positively.

Thriving at work enables an individual to make use of their improved skills and resources earned through workplace support to meet their life goals which show that thriving at work and workplace support at all levels interacts positively with subjective well-being.

## **2.5 Summary of Literature Reviewed**

A study on workplace support as moderation between thriving at work and subjective well-being among bankers in Ibadan Metropolis was conducted. A variety of SWB factors and correlates, including those related to demographics, personality, geography, supportive relationships, and health status, were found to be the subject of investigations in both psychology and public health. The majority of empirical studies look at the correlations or variables that affect SWB. Very few empirical investigations investigate the interactions between SWB determinants and correlates, despite theoretical studies suggesting they may do so in response to many contextual circumstances. A review on learning opportunities have been shown to predict subjective well-being and health maintenance. learning and vitality are assumed to counteract the development of burnout, and thriving at work was shown to relate negatively to burnout. Also, personnel with a perception of vitality have also been

demonstrated to be less expected to feel apprehensive and more apt to be mentally health. Review supportive management conduct promotes perceived meaningfulness of one's activity and quality of work relationships, which, in turn, ends in more suitable emotions of power.

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## Endnotes

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## **Chapter Three**

### **Methodology**

#### **3.1 Research Design**

This study utilized a 2-way factorial design in context of cross-sectional survey research design. This design was employed to examine an interaction effect of combination of the two independent variables on the dependent variable, while the collection of survey data from each individual during a single data-collection session was done. The independent variables were thriving at work, which is at two dimensions, (vitality and learning), and workplace support which also has supervisor support and co-worker support as dimensions, while the dependent variable is subjective well-being. The rationale for the choice of this research design was that there are need to examine the influence of independent variables on the dependent variable in a defined population (bankers) which however varies in terms of socio-cultural and personal characteristics such as age, gender, and religion, over a definite period. Also, this study does not involve the experimental manipulation of variables.

#### **3.2 Population of the Study**

Bank employees were used as a study population in the study and were selected from the randomly selected banks within the five local governments in Ibadan Metropolis. Ibadan is in southwestern Nigeria, 128km inland northeast of Lagos and 530km southwest of Abuja, the federal capital, and is a renowned travel point in the middle of the seaside province and the zones in the surrounding area of the country. The town has a projected population of 5,591,589 for 2019/20<sup>1</sup>. Ibadan Metropolis also has various bank branches located in the City.

#### **Inclusion Criteria for this Study**

The participants for this study comprised selected Bank employees cut across all cadres of staff and ages.

### 3.3 Sample and Sampling Techniques

All participants selected for this study resided in Ibadan, Oyo State of Nigeria. The sample included 402 bankers. Cochran sample size formula for unknown population was adopted to determine the sample size from the population of the study, which is given as<sup>2</sup>:

$$SS = (Z\text{-score})^2 * p*(1-p) / (\text{margin of error})^2$$

- Where: SS = sample size  
Z = 1.96 for a 95% confidence level  
p = estimated proportion (0.5)  
E = margin of error (0.05)

$$SS = (Z\text{-score})^2 * p*(1-p) / (\text{margin of error})^2$$

$$SS = (1.96)^2 * 0.5*(1-0.5) / (0.05)^2$$

$$SS = 3.8416 * 0.25 / 0.0025$$

$$SS = 384.16 \approx 384$$

The sample size calculation result amounts to 384, and to take care of the loss of participants and incomplete questionnaire, 10 percent of the sample size calculation amount to 38.4  $\approx$  38 was added making the copies of the questionnaire distributed to be 422. In this sample, the mean years of age were 35.4 years (SD=7.4 years).

A randomization sampling technique at different stage was used to select respondents for this study. Stage one was random selection of the banks in the five local governments in Ibadan were done using balloting. Stage two involved randomly selecting the name of the banks by using balloting to pick the 5 banks per local government. In stage three part systematic random selection was performed by picking every third staff according to their table arrangement in the banking hall. This technique was adopted because of the nature of the work of the population for this study and the possibility of time and cost constraints.

### 3.4 Description of the Research Instruments

The demographic variables of the participants has variables that contain ten (10) items tapping the personal data of the participants. These are Sex, Age, Educational Qualification, Marital Status, Ethnicity, Religion, Designation, Nationality, Number of years on the job, Annual income. For example, participants were asked to tick if they are male = 1 or female = 2 for gender. For age, participants were asked to tick (✓) the age categories (20 – 25; 26 – 30; 31 – 35; 36 – Above) that applied to them. For educational qualification the participants were asked to tick either SSCE = 1, Vocational = 2, OND = 3, HND/B.Sc. = 4, or Postgraduate = 5. For marital status, participants were asked to tick either single = 1, married = 2, separated = 3, divorced = 4, or others = 5. For ethnicity, participants were asked to tick either Yoruba = 1, Igbo = 2, Hausa = 3, or others = 4. For religion, participants were asked to tick either Christianity = 1, Islam = 2, traditional = 3 or Traditional = 4.

Thriving at Work was measured by the Thriving at Work Scale. This is a 10-item scale developed to measure participants' capacity to flourish, progress, and develop vigorously at their workplace<sup>3</sup>. This scale measures on a 5-point Likert-type response format ranging from 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree) to 1 (Strongly Disagree), summed to provide a single score. All items are positively worded and cover both energetic/vitality and learning domains of thriving at work. Examples of items in this scale include, "At work I find myself learning often," and "At work, I do not feel very energetic." In the present study, the internal consistency of the scale was analyzed and a Cronbach Alpha coefficient of .64 was found.

Supervisor Support was measured by Supervisor Support Scale. This is a 6-item scale developed to measure participants' relational competencies of supervisors exhibited in terms of confidence, admiration, familiarity, and a deep interest in their subordinates' needs<sup>4</sup>. This scale measures on a 5-point Likert-type response format ranging from 5 (Strongly Agree), 4

(Agree), 3 (Undecided), 2 (Disagree) to 1 (Strongly Disagree), summed to provide a single score. All items are positively worded. Examples of items in this scale include, “My supervisor is fair and attends to my needs,” and “I feel very comfortable with my supervisor.” In the present study, the internal consistency of the scale was analyzed and a Cronbach Alpha coefficient of .85 was found.

Coworker Support was measured using the Coworker Support Scale. This is a 5 items scale developed to assess coworkers’ interpersonal transfer of instrumental or emotional resources between themselves<sup>5</sup>. This scale measures on a 5-point Likert-type response format ranging from 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree) to 1 (Strongly Disagree), summed to provide a single score. All items are positively worded. Examples of items in this scale include, “My coworkers listen to my work-related problems,” and “I get my work done with the help of my coworkers.” In the present study, the internal consistency of the scale was analyzed and a Cronbach Alpha coefficient of .78 was found.

Subjective Well-being was measured using Subjective well-being (SWB). This is a 24-item scale assessing participants' various evaluations, positive and negative, of their lives, and their affective reactions to their experiences. This scale measures on a 5-point Likert-type response format ranging from 5 (Strongly Agree), 4 (Agree), 3 (Undecided), 2 (Disagree) to 1 (Strongly Disagree). All items except item 4 (I feel depressed or anxious) are positively worded. Examples of items in this scale include, “I feel I enjoy life,” and “I feel optimistic about the future.” In the present study, the internal consistency of the scale was analyzed and a Cronbach Alpha coefficient of .87 was found.

### **3.5 Validity of the Research Instrument**

The instruments used to measure study variables were standardized instruments that had been validated by the authors of these instruments. However, these instruments were still subjected

to confirmatory factor analysis (CFA) to test whether measures of the constructs are consistent with the researcher's understanding of the nature of those constructs (or factors). Confirmatory factor analysis was performed for the instruments used in the study. All the instruments had good internal validity and correlated significantly with measures of concurrent validity. The CFA was carried out on the whole sample to test measurement invariance across different sub-groups. In the first step, the difference of the variance-covariance matrices was tested by comparing relating items in the measure across the groups. In the second step, it was demonstrated that the factors and pattern of factor loadings are not significantly different across the samples. CFA analysis was conducted using SPSS Version 22.0.

### **3.6 Reliability of the Research Instrument**

Internal consistency of the instruments was investigated using Cronbach's alpha coefficients and was calculated for the entire scales. Cronbach's alpha coefficients calculated using the whole sample ( $n = 402$ ) revealed high levels of internal consistency for the instruments: the 'subjective well-being' scale (Cronbach's  $\alpha = .87$ , 24 items), the 'thriving at work' scale (Cronbach's  $\alpha = .64$ , 10 items), the 'supervisor support' scale (Cronbach's  $\alpha = .85$ , 6 items) and for the 'coworker support' scale (Cronbach's  $\alpha = .78$ , 5 items).

### **3.7 Administration of Research Instrument and Method of Data Collection**

After the approval of the title of the student by the project supervisor and the department, the researchers visited various banks that met the research criteria with a total number of 422 structured questionnaires for administration. The researcher went to the location of the banks to pre-inform the staff about her intention to carry out a study later. On getting to bank branches I was directed to the head in the some of the bank that do not have human resource department, for the bank that have human resource department I was asked to meet the HR, in some banks I was given permission to carry out the distribution of my questionnaire, while some banks

requested for official letter directed to the head requesting for the permission to carry out the distribution of the questionnaire and a copy of the questionnaire attached. In some banks it took several weeks before I received approval to administer the questionnaire.

The researcher prepared the copies of the questionnaire to administer to the selected participants (bank employees). Permission to administer a questionnaire to their employees was sought from their respective managements. At the point of administration of the questionnaire, the nature and purpose of the study were explained to the employees before data collection. The employees were duly informed that their participation is voluntary and their rights to participate and otherwise were be respected. Participants were guaranteed confidentiality of their responses. For clarification, the researcher explained the study purpose to the respondents during one of her visits to each of the focused organizations. Sampled employees are literate people (bankers), therefore translation of the instrument was not be required.

The questionnaires given out to each participant were monitored and retrieved immediately after attending to them. The copies of the questionnaire were administered personally with the help of two (2) research assistants trained for the special assignment. The questionnaire which is a self – administration is to ensure a high rate of retrieval and also enable the respondents to ask and obtain clarification on the issues that were not clear to them or that need explanation. The data collection span four (4) weeks period. Four hundred and two (402) questionnaires were retrieved from the participants and well-filled which were later subjected to data analysis.

### **3.8 Method of Data Analysis**

The data collected for the study were analyzed using the Statistical Package for Social Sciences (SPSS Version 22.0). The socio-demographic information of the respondents was analyzed using descriptive statistics and the preliminary analysis was performed using zero-order

correlation. While the hypotheses generated for the study were analyzed using other advanced statistical tools such that hypotheses one and two were analyzed using 2X2 analysis of variance, and hypotheses three and four were analyzed using hierarchical multiple regression analysis.

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## Endnotes

- <sup>1</sup> Oyo state official website, *about Oyo State*, 2020. [www.oyostate.gov.ng](http://www.oyostate.gov.ng)
- <sup>2</sup> W. G. Cochran. *Sampling techniques*, 2nd Ed., New York: **John Wiley and Sons**, Inc. 1977.
- <sup>3</sup> C. Porath, G. Spreitzer, C. Gibson, & F. G. Garnett. “*Thriving at work: Toward its measurement, construct validation, and theoretical refinement.*” **Journal of Organizational Behavior**, 2011.
- <sup>4</sup> S. J. S. Behson. “*The relative contribution of formal and informal organizational work-family support.*” **Journal of Vocational Behavior**, 2005.
- <sup>5</sup> R.D. Caplan, S. Cobb, J. R. P. French Jr., R.V. Harrison, & S. R., Pinneau Jr.. “*Job demands and worker health: Main effects and occupational differences.*” **Washington DC: United States Department of Health, Education and Welfare 66, no. 3:1980.**

## Chapter Four

### Results and Discussion of Findings

#### 4.1 Demographic Data Analysis

The demographic variables of the participants have variables that contain ten (10) items tapping the personal data of the participants. Age ranged between 20 and 60 ( $X = 35.4$ ;  $SD = 7.4$ ). 110(27.4%) were between 20 to 30 years, 216(53.7%) were between 31 to 40 years, 66(16.4%) were between 41 to 50 years, 10(2.5%) were between 51 to 60 years. For gender, 210(52.2%) of the participants were male, and 192(47.8%) were female. For educational qualification, 26(6.5%) of the participants were SSCE holders, 56(13.9%) of the participants were OND holders, 225(56%) of the participants were HND/B.Sc holders, 94(23.4%) of the participants hold postgraduate degree, and 1(2%) of the participants have only vocational experience. For marital status, 171(42.5%) were single, 211(52.5%) were married, and 10(2.5%) were separated, 10(2.5%) were divorced. For nationality, 389(96.8%) were from Nigeria and 13 (3.2%) were from other nation. For ethnicity, 266 (66.2%) were Yoruba, 106 (26.4%) were Igbo, 23 (5.7%) were Hausa, and 7 (1.7%) were from other ethnic groups. For religion, 287 (71.4%) of the participants were Christian, 106 (26.4%) were Islam, 7 (1.7%) were Traditional, and 2 (0.5%) practices other religion. For job designation, 128 (31.8%) were junior staff, 150 (37.3%) were mid-level staff, and 124 (30.8%) were senior staff.

**Table 4. 1: Descriptive statistics of respondents (n = 402)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Age of respondents (years)</b>		
20-30	110	27.4
31-40	216	53.7
41-50	66	16.4
51-60	10	2.5
<b>Mean ± std.</b>	<b>35.4±7.4</b>	
<b>Gender</b>		
Male	210	52.2
Female	192	47.8
<b>Marital status</b>		
Single	171	42.5
Married	211	52.5
Separated	10	2.5
Divorced	10	2.5
<b>Ethnic group</b>		
Yoruba	266	66.2
Igbo	106	26.4
Hausa	23	5.7
Others	7	1.7
<b>Religion</b>		
Christian	287	71.4
Muslim	106	26.4
Traditional	7	1.7
Other religion	2	0.5
<b>Highest level of education</b>		
Secondary education	26	6.5
OND	56	13.9
HND/B.Sc	225	56.0
Postgraduate	94	23.4
Vocational training	1	2.0
<b>Job Designation</b>		
Junior Staff	128	31.8
Mid-level Staff	150	37.3
Senior Staff	124	30.8

**Source: Field work, 2021**

## 4.2 Presentation of Data Based on Research Questions

### 4.2.1 Thriving at work on subjective well-being among employees in the banks in Ibadan

	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean
At work, I find myself learning often	271(67.4)	114(28.4)	12(3)	3(0.7)	2(0.5)	1.39
At work, I continue to learn more as time goes by	188(46.8)	197(49)	13(3.2)	3(0.7)	1(0.2)	1.59
At work, I see myself continually improving	177(44)	181(45)	29(7.2)	11(2.7)	4(1)	1.72
At work, I am not learning	81(20.1)	114(28.4)	50(12.4)	120(29.9)	37(9.2)	2.8
At work, I am developing a lot as a person	149(37.1)	194(48.3)	44(10.9)	10(2.5)	5(1.2)	1.83
At work, I feel alive and vital	143(35.6)	220(54.7)	25(6.2)	14(3.5)		1.78
At work, I have energy and spirit	141(35.1)	212(52.7)	31(7.7)	14(3.5)	4(1)	1.83
At work, I do not feel very energetic	87(21.6)	189(47)	38(9.5)	64(15.9)	24(6)	2.86
At work, I feel alive and awake	143(35.6)	217(54)	23(5.7)	17(4.2)	2(0.5)	1.79
At work, I am looking forward to each new day	146(36.3)	221(55)	23(5.7)	10(2.5)	2(0.5)	1.8

Source: Field work, 2021

Table 4.2.1 shows the descriptive statistics of thriving at work on subjective well-being among bank employees. Result showed that majority (67.4%) of the respondents strongly agree that they find themselves learning often. Almost 28.4% of the respondents indicated that they agree to be learning, whereas 3% stated that they neither agree nor disagree that they were learning. Also, majority of the respondents 96.8 agree that they continue to learn more as time goes by. While 89 % of the respondents agree that they see themselves continually improving.

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**4.2.2 Workplace support (coworker support and supervisor support) on subjective well-being among employees in the banking in Ibadan**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither Agree Nor Disagree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Mean</b>	<b>Rank</b>
My supervisor is fair and attend to my needs	175(43.5)	170(42.3)	41(10.2)	11(2.7)	5(1.2)	1.76	11th
My supervisor accommodates me	136(33.8)	204(50.7)	49(12.2)	8(2)	5(1.2)	1.86	8th
My supervisor care about me and my family	97(24.1)	239(59.5)	46(11.4)	16(4)	4(1)	1.98	1st
My supervisor's expectation about my work performance is real	125(31.1)	209(52)	50(12.4)	16(4)	2(0.5)	1.91	5th
My supervisor understands me when family issues affect my work	108(26.9)	218(54.2)	57(14.2)	15(3.7)	4(1)	1.98	2nd
I feel very comfortable with my supervisor	127(31.6)	200(49.8)	50(12.4)	15(3.7)	10(2.5)	1.96	3rd
When given unrealistic task, I can rely on my colleagues for support at work	156(38.8)	191(47.5)	42(10.4)	7(1.7)	6(1.5)	1.8	10th
My coworkers listens to my work-related problems	110(27.4)	247(61.4)	36(9)	4(1)	5(1.2)	1.87	6th
I get my work done with the help of my coworkers	104(25.9)	243(60.4)	40(10)	10(2.5)	5(1.2)	1.93	4th
My coworkers are good listeners when I discuss my personal problems with them	129(32.1)	214(53.2)	49(12.2)	8(2)	2(0.5)	1.86	7th
I easily relate with my coworkers when I have problem at work	126(31.3)	224(55.7)	41(10.2)	10(2.5)	1(0.2)	1.85	9th

**Source: Field work, 2021**

Table 4.2.2 the descriptive statistics of workplace support (coworker support and supervisor support) on subjective well-being among employees in the banking in Ibadan. Based on the mean values, the major factors that influence workplace support are supervisor care about me and my family (1.98), followed by supervisor understands me when family issues affect my work (1.98), I feel very comfortable with my supervisor (1.96), I get my work done with the help of my coworkers (1.93); my supervisor's expectation about my work performance is real (1.91); my coworkers listens to my work-related problems (1.87).

#### 4.2.3 Thriving at work and workplace support on subjective well-being among employees in the banking sector in Ibadan

	Strongly agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Mean	Rank
I am happy with my physical health	214(53.2)	165(41)	16(4)	6(1.5)	1(0.2)	1.54	19th
I am happy with the quality of my sleep	162(40.3)	202(50.2)	25(6.2)	13(3.2)		1.72	14th
I am happy with my ability to carry out my daily activities	156(38.8)	222(55.2)	19(4.7)	4(1)	1(0.2)	1.69	16th
I feel depressed or anxious	114(28.4)	160(39.8)	53(13.2)	63(15.7)	12(3)	2.25	1st
I feel I enjoy life	140(34.8)	207(51.5)	34(8.5)	17(4.2)	4(1)	1.85	6th
I feel I have purpose in life	168(41.8)	186(46.3)	30(7.5)	14(3.5)	4(1)	1.76	10th
I feel optimistic about the future	135(33.6)	232(57.7)	31(7.7)	3(0.7)	1(0.2)	1.76	11th
I feel in control of my life	144(35.8)	212(52.7)	35(8.7)	10(2.5)	1(0.2)	2.21	2nd
I feel happy with myself as a person	178(44.3)	191(47.5)	13(3.2)	15(3.7)	5(1.2)	1.85	8th
I am happy with my looks and appearance	138(34.3)	215(53.5)	39(9.7)	6(1.5)	4(1)	1.76	12th
I feel able to live my life the way I want	124(30.8)	240(59.7)	28(7)	10(2.5)		1.76	13th
I am confident in my own opinions and beliefs	136(33.8)	239(59.5)	18(4.5)	7(1.7)	2(0.5)	1.64	18th
I feel able to do the things I choose to do	108(26.9)	255(63.4)	30(7.5)	8(2)	1(0.2)	1.87	3rd
I feel able to grow and develop as a person	121(30.1)	245(60.9)	22(5.5)	14(3.5)		1.23	24th
I am happy with myself and my achievements	107(26.6)	254(63.2)	31(7.7)	7(1.7)	3(0.7)	1.54	20th
I am happy with personal and family life	103(25.6)	255(63.4)	31(7.7)	10(2.5)	3(0.7)	1.72	15th
I am happy with my friendships and personal relationships	120(29.9)	237(59)	29(7.2)	14(3.5)	2(0.5)	1.69	17th
I am comfortable about the way I relate and connect with others	115(28.6)	246(61.2)	19(4.7)	16(4)	6(1.5)	1.25	22nd
I am happy with my sex life	128(31.8)	213(53)	39(9.7)	17(4.2)	5(1.2)	1.85	7th
I am able to ask someone for help with a problem	104(25.9)	244(60.6)	29(7.2)	22(5.5)	3(0.7)	1.87	4th

I am happy that I have enough money to meet my needs	115(28.6)	212(52.7)	43(10.7)	28(7)	4(1)	1.23	23rd
I am happy with my opportunity for exercise/leisure	101(25.1)	231(57.5)	40(10)	26(6.5)	4(1)	1.54	21st
I am happy with access to health services	109(27.1)	219(54.5)	33(8.2)	33(8.2)	8(2)	1.87	5th
I am happy with my ability to work	118(29.4)	233(58)	20(5)	20(5)	11(2.7)	1.79	9th

**Source: Field work, 2021**

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Table 4.2.3 the descriptive statistics of subjective well-being among employees in the banking in Ibadan. Based on the mean values, the major factors that influence subjective are feel depressed or anxious (2.25), followed by feel in control of my life (2.21), I feel able to do the things I choose to do (1.87), I am able to ask someone for help with a problem (1.87); I am able to ask someone for help with a problem (1.87); I feel I enjoy life (1.85).

### **4.3 Presentation of Data Based on Hypotheses**

This presents the results of the data statistical analysis of the hypotheses that were stated in chapter two to either confirm or reject them. The study investigated thriving at work and moderating effect of workplace support on subjective well-being. Five hypotheses were tested using a t-test of independent samples and multiple regression and all the hypotheses were accepted.

Preliminary analysis of descriptive and zero-order correlation among age, thriving, learning at work, energetic at work, coworker support, supervisor support, and subjective well-being among bank employees as shown in Table 4.3.1:

**Table 4.3.1: Summary of zero-order correlation among Age, Thriving, Learning at work, Energetic at work, Coworker support, Supervisor support and subjective well-being**

SN	Variables	1	2	3	4	5	6	7	$\bar{X}$	SD
1	Subjective Well-being	-							99.6	9.5
2	Age	-.045	-						35.4	7.4
3	Thriving	.37**	-.09	-					39.5	4.2
4	Learning	.29**	-.07	.09**	-				20.3	2.4
5	Energetic	.37**	-.08	.88**	.58**	-			19.2	2.4
6	Coworker Support	.34**	-.06	.17**	.13*	.18**	-		20.7	2.7
7	Supervisor Support	.42**	-.04	.28*	.20**	.30**	.58**	-	24.5	3.7

**Source: Field work, 2021**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.3.1 indicated that thriving has a significant positive relationship with subjective well-being ( $r(400) = .37, P < .01$ ) this means as a worker thrives on the job, subjective well-being increases. Learning at work has a significant positive relationship with subjective well-being ( $r(400) = .29, P < .01$ ) this means as employees learn on the job, subjective well-being increases. Energetic at work has a significant positive relationship on subjective well-being ( $r(400) = .37, P < .01$ ). This means as employees muster more energy on the job, subjective well-being increases. Co-worker support has a significant positive relationship on subjective well-being ( $r(400) = .34, P < .01$ ). This means that as employees enjoy more support from their co-workers, subjective well-being increases. Lastly, supervisor support has a significant positive relationship on subjective well-being ( $r(400) = .42, P < .01$ ). This means that as employees enjoy more support from their supervisor, subjective well-being increases.

**Hypothesis One:** Employees who are energetic and who have the support of their coworkers will score significantly higher on subjective well-being than employees who are energetic and who do not have the support of their coworkers was analyzed using 2X2 analysis of variance as shown in Table 4.3.2:

**Table 4.3.2: 2X2 ANOVA of main and interaction effects of energetic and coworker support on subjective well-being among bank employees**

Source	Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	4852.436 <sup>a</sup>	3	1617.479	19.538	.000
Intercept	674010.051	1	674010.051	8141.411	.000
Energetic	1809.300	1	1809.300	21.855	.000
Coworker	1231.809	1	1231.809	14.879	.000
Energetic * Coworker	128.440	1	128.440	1.551	.214
Error	32618.419	394	82.788		
Total	829442.000	398			

a. R Squared = .129 (Adjusted R Squared = .123)

**Source: Field work, 2021**

From Table 4.3.2, the result of the 2X2 analysis of variance indicated that energetic thriving at work has a significant main effect on subjective well-being,  $F(1,394) = 21.86, p < .01$ , also coworker support has a significant main effect on subjective well-being,  $F(1,394) = 14.88, p < .01$ . However, the result shows no significant interaction effect between energetic thriving at work and coworker support on subjective well-being  $F(1,394) = 1.55, P > .05$ . Hence the hypothesis is partially accepted.

**Hypothesis Two:** Employees who are learning and who have the support of their supervisor will score high on the subjective well-being than employees who are learning and who do not have the support of their supervisor was analyzed using 2X2 analysis of variance as shown in Table 4.3.3:

**Table 4.3.3: 2X2 ANOVA of main and interaction effects of learning and supervisor support on subjective well-being among bank employees**

Source	Sum of Square	df	Mean Square	F	Sig.
Intercept	762961.768	1	762961.768	10230.978	.000
Learn	2777.220	1	2777.220	37.241	.000
Supervisor	2958.491	1	2958.491	39.672	.000
Learn * Supervisor	680.475	1	680.475	9.125	.003
Error	29456.607	395	74.574		
Total	830018.000	399			

a. R Squared = .223 (Adjusted R Squared = .217)

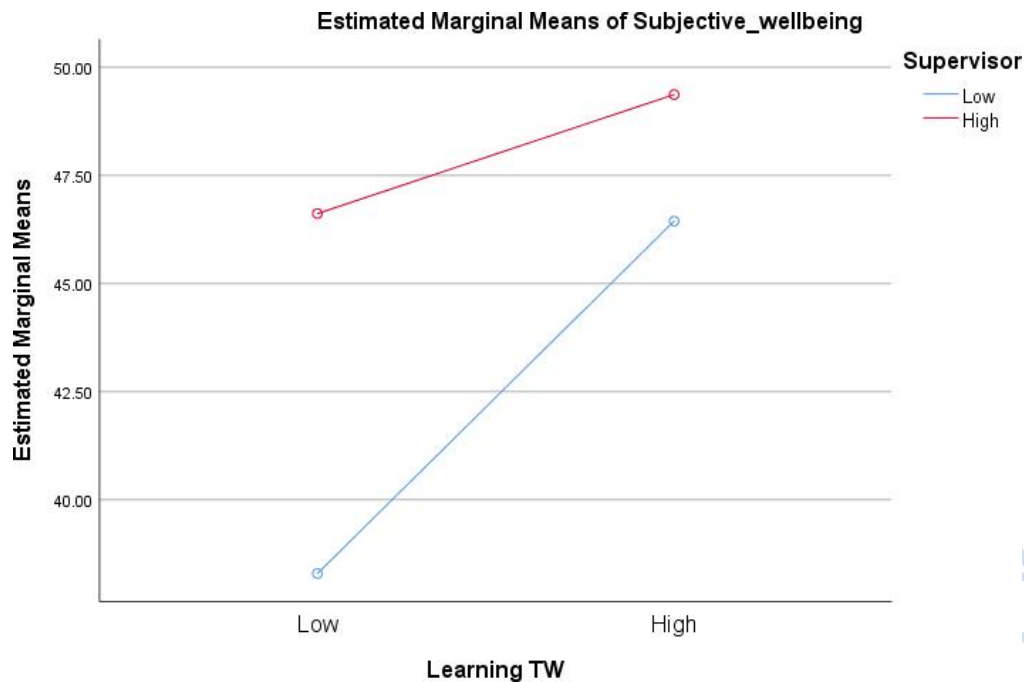
**Source: Field work, 2021**

From Table 4.3.3, the result of the 2X2 analysis of variance indicated that learning thriving at work has a significant main effect on subjective well-being,  $F(1,395) = 37.24, p < .01$ , also supervisor support has a significant main effect on subjective well-being,  $F(1,395) = 39.67, p < .01$ . Also, the result shows a significant interaction effect between learning thriving at work and supervisor support on subjective well-being  $F(1,395) = 9.13, P < .05$ . Hence the hypothesis is confirmed.

**4.3.4: Multiple comparison table showing significance interaction between categories of learning thriving at work and supervisor support on subjective well-being**

Variables	1	2	3	4
1. Low learning TW	-			
2. High learning TW	-6.71	-		
3. Low supervisor support	0.51	7.22	-	
4. High supervisor support	-6.62	0.09	-7.13	-

Table 4.3.4 shows that high learning has significance effect on subjective well-being and also, high supervisor support has significance effect on subjective well-being. While this shows that the subjective well-being is best attained when the employees receive support from their supervisors and this enable them to learning quickly on the job.



Source: Fieldwork, 2021

**Figure 4.2:** Showing interaction effect between learning and supervisor support on subjective well-being

The above graph of interaction plot shows that banker employees who have high learning and high supervisor support reported higher subjective well-being than bank employees who have high learning and low supervisor support; low learning and high supervisor support; low learning and low supervisor support.

**Hypothesis Three:** Workplace support will moderate the relationship between thriving at work and subjective well-being was analyzed using multiple regression analysis via PROCESS macro which analyzes direct and conditional effects of moderator in a model as shown in Table 4.3.5:

**Table 4.3.5: Regression model showing moderation effect of supervisor support on the relationship between learning thriving at work and subjective well-being**

Predictors	$\beta$	se	t	P	LLCI	ULCI
Learning (LTW)	7.8718	1.2891	6.1064	.0000	5.3375	10.4062
Supervisor support (SS)	8.0469	1.1956	6.7307	.0000	5.6965	10.3973
Interaction term (LTW*SS)	-5.1187	1.7945	-2.8524	.0046	-8.6467	-1.5908

Model Summary:  $R=.46.05$ ,  $R^2=.2120$ ,  $F_{(3,398)}=35.6977$ ;  $p<.001$

LTW = learning thriving at work; SS = supervisor support

Source: Fieldwork, 2021

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The result from Table 4.3.5 showed multiple regression model using macro PROCESS to investigate whether the association between thriving at work and subjective well-being depends on the workplace support. After the independent variable (thriving at work) and moderating variable (workplace support) had been categorised into high and low, and then entered into macro PROCESS model. Results indicated that high learning thriving at work ( $SE = 1.289$ ,  $\beta = 7.872$ ,  $t = 6.106$ ,  $p < .001$ ) and supervisor support ( $SE = 1.196$ ,  $\beta = 8.047$ ,  $t = 6.731$ ,  $p < .001$ ) were both associated with subjective well-being. The interaction between learning thriving at work and supervisor support was also significant ( $SE = 1.794$ ,  $\beta = -5.119$ ,  $t = -2.852$ ,  $p < .01$ ), suggesting that the effect of learning thriving at work on subjective well-being depended on the quality of supervisor support. Together, the variables accounted for approximately 21% of the variance in subjective well-being,  $R^2 = .21$ ,  $F(3,398) = 35.698$ ,  $p < .01$ . Hence the hypothesis is partially accepted

**Hypothesis Four:** Thriving at work and workplace support will significantly jointly and independently predict subjective well-being was analyzed using multiple regression analysis as shown in Table 4.3.6:

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**Table 4.3.6: Summary of Multiple regression showing joint and independent prediction of thriving at work and workplace support on subjective well-being**

Predictors	$\beta$	T	P	R	R <sup>2</sup>	F	P
Thriving at work	.279	6.229	<.05				
				.508	.258	69.348	<.05
Workplace support	.357	7.987	<.05				

Dependent Variable: Subjective Well-being

**Source: Fieldwork, 2021**

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The results in Table 4.3.6 indicated that thriving at work and workplace support have a joint predictive influence on subjective well-being ( $R = .508$ ,  $R^2 = .258$ ,  $F(2, 399) = 69.348$ ,  $P < .05$ ), this means that thriving at work and workplace support have 25% variance observed in subjective well-being. Also, the results in Table 4.4 indicated that thriving at work have significant independent influence on subjective well-being ( $\beta = .279$ ,  $t = 6.229$ ,  $P < .05$ ), and workplace support have significant independent influence on subjective well-being ( $\beta = .357$ ,  $t = 7.987$ ,  $P < .05$ ). Therefore, hypothesis four is accepted.

### **4.3 Discussion of Findings**

This session presents the discussion of the study results. The researcher made efforts to support the results with relevant empirical evidence. This study examined thriving at work and moderating effect of workplace support on subjective well-being among bankers in selected local governments in Ibadan Metropolis, Oyo State Nigeria. Four (4) hypotheses were tested, with all four (4) accepted.

Hypothesis one stated that employees who are energetic and who have the support of their supervisors will score significantly higher on subjective well-being than employees who are energetic and who do not have the support of their supervisors. The outcome showed that energetic employees who enjoy high supervisor support score higher on subjective well-being than energetic employees who enjoy low supervisor support. This further connotes that energy on the work and supervisor support have a significant influence on subjective well-being. Substantially, this outcome has enjoyed the support of the existing literature. The quality of the employees-supervisor relationship determines employees' attitude and behavior at the workplace such that their perception of being important to the supervisors is indicated by how he values their contributions and care about their well-being. Studies have shown that supervisor support encourages workers to remain at their jobs because it is more difficult to

determine what prevented undesirable workplace outcomes.<sup>1,2</sup> For instance, it confirmed that to a greater extent, employees who got a high level of support from their supervisors reported higher subjective well-being than those with a low level of support<sup>2</sup>. Further, when employees are supported by their supervisor in terms of the necessary resources such as advice, materials, and work incentives, there will be less perception of work or job-related risk as this relates to renewed vigor that supportive managerial environments contribute to safe work contexts that motivate the employees to take risks<sup>3</sup>. This is expected to be borne out of the belief that “To whom much is given, much is expected.” Beyond the aforementioned, supports at work communicates to the employee's meaningfulness of their job and quality of work relationships which translates to positive feelings towards their work and workplace relationships<sup>4</sup>. This position is supported by the self-determination theory that subordinates' perception of competence promotes vitality<sup>5</sup>.

A crucial factor as identified here is the ability of the supervisor to empower his subordinate. Further, studies have indirectly established a strong linkage between energetic in the work and subjective well-being through the relationship between trust and subjective well-being. From another study outcome, cooperation, information sharing, and acceptance of information exist in an employee–supervisor relationship that is characterized by trust<sup>6</sup>. This relationship, in turn, fosters a psychologically non-threatening work atmosphere that encourages risk-taking and divergent thinking, which ultimately contribute to the experiences of learning<sup>7,8,9</sup>. Further, trust in the supervisor enables the employees to immerse themselves in their work and become absorbed, leading to more energy and ultimately vitality and subjective well-being<sup>10,11</sup>. With this understanding and literature evidence, being energetic and concurrently enjoying supervisor support are justified to influence subjective well-being.

Hypothesis two stated that employees who are learning and who have the support of their coworkers will score higher on the subjective well-being than employees who are learning and

who do not have the support of their coworkers. Present findings revealed that employees who are learning and have high coworker support score higher on subjective well-being than employees who are learning and have low coworker support. This further connotes that a condition of learning coupled with co-worker support influences and leads to subjective well-being. There is appreciable support for this outcome in the literature. For instance, the relationship between coworker support and subjective well-being among organizational workers was studied<sup>12</sup>. It was discovered that there exists a significant and positive relationship between coworker support and subjective well-being. To further substantiate the earlier finding, other studies have found that a psychologically non-threatening environment as occasioned by a supportive co-worker atmosphere has been found to encourage risk-taking and divergent thinking, which further reinforce exploratory learning<sup>8,9</sup>. Beyond that, supportive coworker relationships facilitate and serve as an enabling structure and encouraging condition for acquiring new knowledge and skills at work<sup>13</sup>. In essence, supportive coworkers situation institutionalize a help mechanism that employees can lean on to cope in times of adversity, which will foster personal growth and development<sup>14</sup>. To further advance support for the present outcome, it can be argued that trust among the co-workers will motivate employees to further give all it takes to their work and feel energized by it making the interplay between co-worker support and learning a significant prerequisite of subjective well-being<sup>10,11,15</sup>. Therefore, it is more justified by the present study outcome and findings in the extant studies that co-worker support and learning will translate to subjective well-being.

Hypothesis three stated that workplace support will moderate the relationship between thriving at work and subjective well-being. Present findings revealed that learning thriving was associated with subjective well-being. The interaction between supervisor support and learning thriving at work on subjective well-being was significant, suggesting that the influence of learning thriving at work on subjective well-being is a function of supervisor support. This

further means that the occurrence of workplace support improve the impact of thriving at work on subjective well-being. The outcome base on the present hypothesis revealed that workplace support enhance the relationship between thriving at work and subjective well-being although to a slight extent. The reason for this may stem from the fact that support is more justified in a helpless condition. In essence, if an employee thrives better in a work condition they may have been able to acquire other psychological resources such as assertiveness, self-esteem, and self-efficacy, which may not constitute any further need for support. Similarly, a study investigated the moderating role of workplace support in the relationship between thriving at work and life satisfaction, which is a domain of subjective well-being<sup>16</sup>. It was discovered that workplace support significantly moderated the relationship between thriving at work and life satisfaction<sup>17</sup>. Hypothesis four stated that thriving at work and workplace support will significantly jointly and independently predict subjective well-being. Present findings revealed that thriving at work and workplace support have a joint predictive influence on subjective well-being. Further, thriving at work has a significant independent influence on subjective well-being. Similarly, workplace support has a significant independent influence on subjective well-being. Extant studies have lent support to these outcomes that marked the novel nature of the present study. It was found that incremental predictive ability to thrive at work over and above certain work common outcomes among which are subjective well-being, and burnout such that thriving explains more of the total variance explained in subjective well-being, and burnout. The earlier study was in line with the position of another related study that thriving is made up of a feeling of vitality and the belief that one is learning, developing, and making progress toward self-actualization <sup>18</sup> . To further lend support to the present study outcome, it was found that employees with greater perceived social and network support from coworkers had higher levels of job satisfaction and morale and lower appraised work stress<sup>19</sup>. Also, another study found perceived organizational support as a significant predictor of well-being<sup>20</sup>. The combination of

thriving at work and workplace support is expected to have a multiplier predictive influence on subjective well-being.

Preliminary analysis show significant positive correlation between age, thriving, learning at work, energetic, coworker support, supervisor support, and subjective well-being. Present findings revealed that thriving, learning, energetic at the work, co-worker support, and supervisor support respectively have a significant positive relationship with subjective well-being. This connotes that the more employee scores higher on the measures of these independent variables the more they experience better well-being. This outcome has been supported by past studies. Also, it was found that being energetic at the work connects to both physical and mental states. A feeling of vitality that employees enjoy shows that they are less likely to consider worry and more probable to be mentally healthy<sup>21,22</sup>. This state renders employees to be more resilient to physical adversity and illness, because the state confers the resource that delivers employees with the strength essential to essentially deal with the challenges of their job, causing positive health outcomes such as reduced burnout<sup>23,24,25</sup>. Other studies have also discovered that thriving at work is positively connected to subjective well-being<sup>26,27</sup>. Further, literature has shown that the more employee acquires learning the better their well-being improves. For instance, showed that employees who discover at work attain the knowledge to deal with work requirements, obstructing emotive exhaustion<sup>28</sup>. A state that is coupled with a feeling of energetic that counteract the development of burnout<sup>29</sup>. Other studies have confirmed this from another direction. For instance, thriving at work was revealed to relate negatively to burnout, a construct that negatively correlates with sound health and well-being<sup>30,31</sup>. Further, literature revealed that a rise in age is consistent with subjective well-being<sup>32</sup>. Specifically, ages ranging from 39 to 68 were noted to have a sharp growth in a measure of subjective well-being. Similarly, the cognitive aspect, or life satisfaction domain of SWB is not significantly correlated with age<sup>33</sup>. Hence, these outcomes advance the awareness

of why subjective well-being is connected with age. Lastly, social support at the workplace has been found to contribute directly to subjective well-being<sup>34</sup>. Further, literature has shown that the more employee acquires learning the better their well-being improves. A state that is coupled with a feeling of energetic that counteract the development of burnout<sup>30</sup>. Other studies have confirmed this from another direction. For instance, thriving at work was revealed to relate negatively to burnout, a construct that negatively correlates with sound health and well-being<sup>3,30</sup>.

Further, literature revealed that a rise in age is consistent with subjective well-being<sup>32</sup>. Specifically, ages ranging from 39 to 68 were noted to have a sharp growth in a measure of subjective well-being. Similarly, the cognitive aspect, or life satisfaction domain of SWB is positively correlated with age<sup>34</sup>. Hence, these outcomes advance the awareness of why subjective well-being is connected with age. Lastly, social support at the workplace has been found to contribute directly to subjective well-being<sup>34</sup>.

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## **Chapter Five**

### **Conclusion**

#### **5.1 Summary of Findings**

Hypothesis one stated that employees who are energetic and who have the support of their coworkers will score significantly higher on subjective well-being than employees who are energetic and who do not have the support of their coworkers. The outcome showed that energetic employees who enjoy high coworker support score higher on subjective well-being than energetic employees who enjoy low supervisor support. This further connotes that energetic at work and supervisor support have a significant influence on subjective well-being.

Hypotheses two stated that employees who are learning and who have the support of their supervisors will score higher on the subjective well-being than employees who are learning and who do not have the support of their supervisors. Present findings revealed that employees who are learning and have high supervisor support score higher on subjective well-being than employees who are learning and have low supervisor support. This further connotes that a condition of learning coupled with co-worker support influences and leads to subjective well-being.

Hypothesis three stated that workplace support will moderate the relationship between thriving at work and subjective well-being. Present findings revealed that thriving was associated with subjective well-being. The interaction between workplace support and thriving at work on subjective well-being was significant, suggesting that the effect of thriving at work on subjective well-being is depended on the level of workplace support. This further means that the occurrence of workplace support moderate the impact of thriving at work on subjective well-being. From the earlier discussion, these constructs respectively impacted subjective well-being. However, the outcome base on the present hypothesis revealed that workplace support is a moderator to a slight extent.

Hypothesis four stated that thriving at work and workplace support will significantly jointly and independently predict subjective well-being. Present findings revealed that thriving at work and workplace support have a joint predictive influence on subjective well-being. Further, thriving at work has a significant independent influence on subjective well-being. Similarly, workplace support has a significant independent influence on subjective well-being. Extant studies have lent support to these outcomes that marked the novel nature of the present study. It was found that incremental predictive ability to thrive at work over and above certain work common outcomes among which are subjective well-being, and burnout such that thriving explains more of the total variance explained in subjective well-being, and burnout.

## **5.2 Conclusion**

The following conclusion was made based on the outcome of the present study:

Being energetic on the work and supported by coworker influences did not bring about increases in subjective well-being. Learning and supportive supervisor relationship influences and bring about increases in subjective well-being. Workplace support moderate the influence of thriving at work on subjective well-being.

Thriving at work and workplace support combined to influence and predict subjective well-being. Thriving at work individually influences and predict subjective well-being.

Workplace support individually influences and predicts subjective well-being.

Thriving at work, learning at work, being energetic, co-worker support, and supervisor support are respectively related to subjective well-being.

## **5.3. Recommendations**

The following are recommendations based on the conclusion of the study:

1. There should be a holistic assessment of employee motivating factors as a possible area for interventions to improve well-being. This entails that the human resources should pay a

critical assessment to the unique needs of each employee when it comes to evaluation and assessment.

2. Employee support programs should be tailored towards the unique needs of the employees to achieve the desired effectiveness and healthy workforce.
3. Work-based learning such as exchange programs between the organization and similar or related organizations should be deployed more compared to conventional institutional-academic learning in keeping with the workplace effective approach.
4. Top-level managers should be trained on leadership techniques that will foster the quality supervisor-subordinate relationship.
5. There should be timely training for employees on developing the culture of cooperativeness and team spirit to assist the projection of coworker support where appropriate.

#### **5.4 Contribution to Knowledge**

The study adds to the literature on thriving at work in some ways. It contributes to extant studies on workplace support and thriving at work by integrating workplace support in the research work. It will also improve the limited knowledge relating to thriving at work and other variables included in this study and also add to the body of knowledge in the local literature. The study will increase the literature involving workplace support and life satisfaction by making use of subjective well-being, and thriving at work as a moderator to check the impact of workplace support on subjective well-being. Thriving at work and subjective well-being do have their differences concerning constructs. Thriving at work centered on how employees how individuals get to increase their skills and potential while subjective well-being shows how satisfied one is. In addition, the research stipulates thriving at work foresee positive outcomes in workplaces which include, job satisfaction, and work commitment. This study as well pointed out the relationship that existed between workplace support and subjective well-being

when thriving at work was introduced. This study will give accurate insights into workers in specific organizations.

### **Implication of the Study**

Over time, workplace support and thriving on the work may have been given equal attention in the workplace considering the incentive-like nature they both assume. However, the results of the current study indicate that workplace support may not always be beneficial or translate to positive health outcomes, most especially under a condition in which employee(s) is/are personally thriving on the job; otherwise, the outcome may be counterproductive to the health and well-being of the employee(s). To further advance and buttress this argument, the study outcome revealed that thriving may as well not be of importance in a situation whereby an employee requires more support most especially from the organization and co-workers. This is based on the finding that workplace support reduces the impact of thriving on subjective well-being. This observation and inference highlight the significance and role motivation play when it comes to accessing and fulfilling the needs of the employees in the organization.

By and large, the influencing and predictor variables are of high importance in their respect. However, the present study outcome points attention more to the fact that the subjective well-being of the employees within the organization can better be influenced positively through accurately mapping out the factors that motivate the employee. In this regard, if the aforementioned is considered, implementing employee support programs such as peer-based assistance programs or employee support foundations will be better optimized for effectiveness as the provisions will meet the needs and in essence translate to a healthy workforce. When the workforce feels or perceives that their needs are met the chances are high that they will “give back” by providing emotional and financial support to fellow employees in need.

Finally, divergent interest may connote divergent need for learning which is not accounted for by the present study. Studies have suggested that different forms of learning in the workplace can have a positive impact on well-being.

### **5.5. Suggested Area of Further Research**

Despite several contributions, the present study's limitations highlight important directions for future research.

1. Future studies of subjective well-being should factor into the analysis of different domains of subjective well-being to further highlight the potential areas of significance. In essence, the factor structure of the subjective well-being of the employees should be further examined.
2. Future studies should include more objective measures of data collection, such as dyadic ratings of peer or supervisor of work outcomes as a means of cross-validation of responses, draw generalizable conclusions about causality, and reduce the biases of the self-reporting method.
3. An extended study of this kind encompassing various other financial institutions such as credit companies, insurance, etc. can be taken up to understand the dynamics of predictor variables and generate more reliable data.

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## Appendix I

### Inform Consent Form

**Dear Respondent,**

My name is **Mistura Oluwaseun AKINOLA** a Postgraduate student of the Department of Psychology, Faculty of Social Sciences and Management, Lead City University, Ibadan, Nigeria. I am currently carrying out a study on **“Thriving at Work and Moderating Effect of Workplace Support on Subjective Well-being among Bankers in Ibadan Metropolis”**.

The research is for academic purpose. Please note that your names and address are not required. Your participation in the study is entirely voluntary. Be assured that information provided in this questionnaire will not be disclosed to a third party. You are free to ask any question relating to this study where it is not clear. Please try to give honest responses as much as possible. You are required to fill all information correctly. Your responses will form part of the research work and the information provided by you shall be held in strict confidence.

Thanks for your honesty and cooperation.

Instruction: Tick (✓) as appropriate.

Do I have your permission to proceed? Yes ( )      No ( )

Respondent's Signature .....

Date .....

## Appendix II

### Questionnaire on Thriving at Work and Moderating Effect of Workplace Support on Subjective Well-being among Bankers in Ibadan Metropolis

**Instructions:** Please tick (✓) your choice and fill in the answer in spaces provided.

#### SECTION A: Demographic Information of Respondents

1. Gender: Male ( ) Female ( )
2. Age: \_\_\_\_\_
3. Educational Qualification: S.S.S.C.E ( ) OND ( ) HND/B.Sc.( ) Postgraduate ( )
4. Marital Status: Single ( ) Married ( ) Separated ( ) Divorced ( ) Never married ( )
5. Ethnic Group: Yoruba      Igbo      Hausa      Others
6. Religion: Christianity     Islam     Traditional     Others
7. Designation: Junior Staff ( ) Mid level ( ) Senior staff
8. Nationality: Nigerian ( ) Others ( )
9. Number of Years on the Current Job: 0-5 years ( ) 6-10 years ( ) 11 years and above ( )
8. Annual Income:
  - i.    N850,000- N1,000, 000 ( )
  - ii.    N1,000, 000-N2, 000, 000 ( )
  - iii.    N2, 000, 001-N3, 000, 000 ( )
  - iv.    N3, 000, 000 - N4, 000,000( )

**Section B:** Please indicate the degree to which you agree or disagree with the following as they apply to you by ticking one of the stated options.

**SA** –Strongly Agree, **A** = Agree, **D** = Disagree, **SD**= Strongly Disagreed

SN	Items (At work, I)	SA	A	D	SD
1	find myself learning often				
2	continue to learn more as time goes by				
3	see myself continually improving				
4	am not learning				
5	am developing a lot as a person				
6	feel alive and vital				
7	have energy and spirit				
8	do not feel very energetic				

9	feel alive and awake				
10	am looking forward to each new day				

**Section C:** Please indicate the degree to which you agree or disagree with the following as they apply to you by ticking one of the stated options.

**SA** –Strongly Agree, **A** = Agree, **D** = Disagree, **SD**= Strongly Disagreed

S/N	Items	SA	A	D	SD
1.	My supervisor is fair and attend to my needs				
2.	My supervisor accommodates me				
3.	My supervisor care about me and my family				
4.	My supervisor's expectation about my work performance is real				
5.	My supervisor understands me when family issues affect my work				
6.	I feel very comfortable with my supervisor				

**Section D:** Please indicate the degree to which you agree or disagree with the following as they apply to you by ticking one of the stated options.

**SA** –Strongly Agree, **A** = Agree, **D** = Disagree, **SD**= Strongly Disagreed

S/N	Items	SA	A	D	SD
1	When given unrealistic task, I can rely on my colleagues for support at work				
2	My coworkers listens to my work-related problems				
3	I get my work done with the help of my coworkers				
4	My coworkers are good listeners when I discuss my personal problems with them				
5	I easily relate with my coworkers when I have problem at work				

**Section E:** Please indicate the degree to which you agree or disagree with the following as they apply to you by ticking one of the stated options.

**SA** –Strongly Agree, **A** = Agree, **D** = Disagree, **SD**= Strongly Disagreed

S/N	Items (I)	SA	A	D	SD
1	am happy with my physical health				
2	am happy with the quality of my sleep				
3	am happy with my ability to carry out my daily activities				
4	feel depressed or anxious				
5	feel I enjoy life				
6	feel I have purpose in life				
7	feel optimistic about the future				
8	feel in control of my life				
9	feel happy with myself as a person				
10	am happy with my looks and appearance				
11	feel able to live my life the way I want				
12	am confident in my own opinions and beliefs				
13	feel able to do the things I choose to do				
14	feel able to grow and develop as a person				

15	am happy with myself and my achievements				
16	am happy with personal and family life				
17	am happy with my friendships and personal relationships				
18	am comfortable about the way I relate and connect with others				
19	am happy with my sex life				
20	am able to ask someone for help with a problem				
21	am happy that I have enough money to meet my needs				
22	am happy with my opportunity for exercise/leisure				
23	am happy with access to health services				
24	am happy with my ability to work				

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### Appendix III

### Result Output

#### Frequency Tables

##### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	210	52.2	52.2	52.2
	Female	192	47.8	47.8	100.0
	Total	402	100.0	100.0	

##### Age\_New

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 25	4	1.0	6.7	6.7
	26 - 30	16	4.0	26.7	33.3
	31 - 35	27	6.7	45.0	78.3
	36 and Above	13	3.2	21.7	100.0
	Total	60	14.9	100.0	
Missing	System	342	85.1		
Total		402	100.0		

### Edu\_Qual

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSCE	26	6.5	6.5	6.5
	OND	56	13.9	14.0	20.5
	HND/BSc	223	55.5	55.8	76.3
	Postgraduate	94	23.4	23.5	99.8
	Vocational	1	.2	.3	100.0
	Total	400	99.5	100.0	
Missing	System	2	.5		
Total		402	100.0		

### Marital\_Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	171	42.5	42.6	42.6
	Married	210	52.2	52.4	95.0
	Separated	10	2.5	2.5	97.5
	Divorced	10	2.5	2.5	100.0
	Total	401	99.8	100.0	
Missing	System	1	.2		
Total		402	100.0		

### Ethnic\_Grp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yoruba	266	66.2	66.2	66.2
	Igbo	106	26.4	26.4	92.5
	Hausa	23	5.7	5.7	98.3
	Others	7	1.7	1.7	100.0
	Total	402	100.0	100.0	

### Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christian	287	71.4	71.4	71.4
	Islam	106	26.4	26.4	97.8
	Traditional	7	1.7	1.7	99.5
	Others	2	.5	.5	100.0
	Total	402	100.0	100.0	

### Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior Staff	126	31.3	36.8	36.8
	Mid Level	146	36.3	42.7	79.5
	Senior Staff	70	17.4	20.5	100.0
	Total	342	85.1	100.0	
Missing	System	60	14.9		
Total		402	100.0		

### Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nigeria	392	97.5	97.5	97.5
	Others	10	2.5	2.5	100.0
	Total	402	100.0	100.0	

### No\_of\_Yrs\_Curr\_Job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Years	125	31.1	31.1	31.1
	6-10 Years	163	40.5	40.5	71.6
	11 Years & Above	114	28.4	28.4	100.0
	Total	402	100.0	100.0	

### Annual\_Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N850,000 - N1,000,000	118	29.4	29.4	29.4
	N1,000,001 - N2,000,000	134	33.3	33.3	62.7
	N2,000,001 - N3,000,000	83	20.6	20.6	83.3
	N3,000,001 - N4,000,000	67	16.7	16.7	100.0
	Total	402	100.0	100.0	

## Descriptives

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	342	20	60	35.46	8.012
Valid N (listwise)	342				

## Reliability

### Scale: Thriving at Work

#### Case Processing Summary

		N	%
Cases	Valid	398	99.0
	Excluded <sup>a</sup>	4	1.0
	Total	402	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.708	10

#### Item Statistics

	Mean	Std. Deviation	N
b1	1.39	.636	398
b2	1.59	.619	398
b3	1.75	.948	398
b4	2.79	1.316	398
b5	1.82	.818	398
b6	1.77	.716	398
b7	1.83	.795	398
b8	2.37	1.163	398
b9	1.80	.770	398
b10	1.76	.715	398

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
b1	17.49	18.397	.442	.679
b2	17.29	18.654	.407	.684
b3	17.13	18.010	.286	.701
b4	16.09	17.332	.196	.738
b5	17.06	17.244	.486	.667
b6	17.11	17.663	.504	.668
b7	17.06	17.488	.465	.671
b8	16.51	17.429	.250	.716
b9	17.08	17.283	.521	.663
b10	17.12	17.892	.465	.674

### Reliability

#### Scale: Supervisor Support\_ Workplace Support

##### Case Processing Summary

		N	%
Cases	Valid	397	98.8
	Excluded <sup>a</sup>	5	1.2
	Total	402	100.0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	N of Items
.852	6

### Item Statistics

	Mean	Std. Deviation	N
c1	1.76	.836	397
c2	1.87	.798	397
c3	1.99	.780	397
c4	1.91	.800	397
c5	1.98	.812	397
c6	1.97	.903	397

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
c1	9.71	9.951	.630	.828
c2	9.60	9.979	.666	.821
c3	9.48	10.048	.670	.821
c4	9.56	10.268	.597	.834
c5	9.49	9.917	.664	.822
c6	9.50	9.781	.598	.836

### Reliability

#### Scale: Co-worker Support\_ Workplace Support

#### Case Processing Summary

		N	%
Cases	Valid	398	99.0
	Excluded <sup>a</sup>	4	1.0
	Total	402	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.606	5

### Item Statistics

	Mean	Std. Deviation	N
d1	1.79	.814	398
d2	1.97	1.592	398
d3	1.93	.756	398
d4	1.89	.869	398
d5	1.85	.717	398

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
d1	7.64	7.224	.432	.525
d2	7.46	5.166	.287	.687
d3	7.51	7.011	.548	.484
d4	7.55	7.100	.415	.529
d5	7.58	7.871	.346	.567

## Reliability

### Scale: Subjective Well-being

#### Case Processing Summary

		N	%
Cases	Valid	399	99.3
	Excluded <sup>a</sup>	3	.7
	Total	402	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.848	24

### Item Statistics

	Mean	Std. Deviation	N
e1	1.54	.671	399
e2	1.72	.720	399
e3	1.68	.631	399
e4	2.25	1.120	399
e5	1.85	.819	399
e6	1.75	.813	399
e7	1.76	.640	399
e8	1.78	.723	399
e9	1.75	1.337	399
e10	1.81	.746	399
e11	1.81	.667	399
e12	1.76	.664	399
e13	1.85	.652	399
e14	1.87	1.262	399
e15	1.86	.681	399
e16	1.89	.700	399
e17	1.86	.734	399
e18	1.89	.786	399
e19	1.90	.833	399
e20	2.00	1.316	399
e21	1.99	.875	399
e22	2.01	.840	399
e23	2.04	.932	399
e24	1.94	.890	399

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
e1	43.02	89.269	.432	.842
e2	42.84	88.991	.419	.842
e3	42.88	91.093	.308	.846
e4	42.31	89.927	.189	.853
e5	42.71	87.759	.441	.841
e6	42.81	88.044	.426	.842
e7	42.80	90.231	.375	.844
e8	42.78	88.169	.479	.841
e9	42.81	85.124	.336	.849
e10	42.75	88.279	.454	.841
e11	42.75	89.350	.429	.842
e12	42.80	89.119	.450	.842
e13	42.71	89.553	.423	.843
e14	42.68	87.820	.245	.853
e15	42.69	89.675	.392	.843
e16	42.67	88.121	.501	.840
e17	42.70	87.115	.551	.838
e18	42.67	86.834	.529	.839
e19	42.66	86.788	.497	.839
e20	42.56	85.629	.322	.849
e21	42.57	87.045	.452	.841
e22	42.55	86.253	.528	.838
e23	42.52	84.622	.566	.836
e24	42.62	87.316	.426	.842

## Univariate Analysis of Variance

[DataSet1] C:\Users\USER\Desktop\LCU DATA\Thriving at work and workplace Support on Subjective Well-being.sav

### Warnings

Post hoc tests are not performed for Energetic TW because there are fewer than three groups.

Post hoc tests are not performed for Coworker because there are fewer than three groups.

### Between-Subjects Factors

		Value Label	N
Energetic TW	1.00	Low	188
	2.00	High	210
Coworker	1.00	Low	212
	2.00	High	186

### Descriptive Statistics

Dependent Variable: Subjective\_well-being

Energetic TW	Coworker	Mean	Std. Deviation	N
Low	Low	40.8074	9.44544	135
	High	43.3774	10.44625	53
	Total	41.5319	9.77851	188
High	Low	44.1818	8.56512	77
	High	49.2030	8.44479	133
	Total	47.3619	8.80911	210
Total	Low	42.0330	9.25898	212
	High	47.5430	9.40792	186
	Total	44.6080	9.71520	398

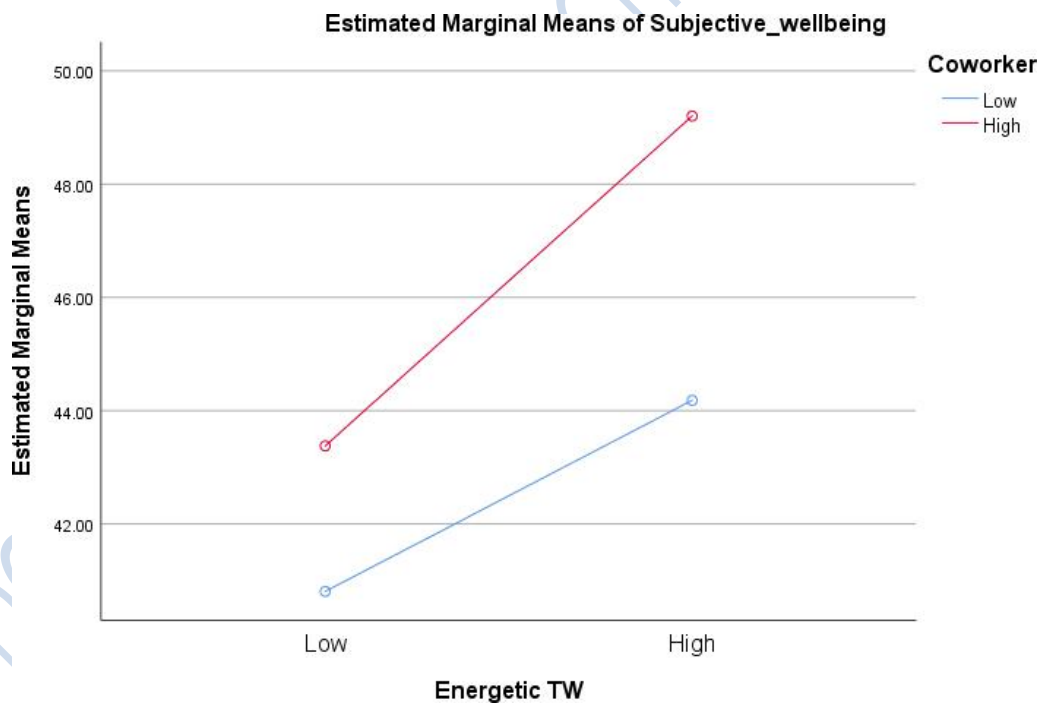
## Tests of Between-Subjects Effects

Dependent Variable: Subjective\_well-being

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4852.436 <sup>a</sup>	3	1617.479	19.538	.000
Intercept	674010.051	1	674010.051	8141.411	.000
Energ	1809.300	1	1809.300	21.855	.000
Coworker	1231.809	1	1231.809	14.879	.000
Energ * Coworker	128.440	1	128.440	1.551	.214
Error	32618.419	394	82.788		
Total	829442.000	398			
Corrected Total	37470.854	397			

a. R Squared = .129 (Adjusted R Squared = .123)

## Profile Plots



## Univariate Analysis of Variance

### Warnings

Post hoc tests are not performed for Supervisor because there are fewer than three groups.

### Between-Subjects Factors

	Value	Label	N
Learning TW	1.00	Low	220
	2.00	High	179
Supervisor	1.00	Low	202
	2.00	High	197

### Descriptive Statistics

Dependent Variable: Subjective\_well-being

Learning TW	Supervisor	Mean	Std. Deviation	N
Low	Low	38.2910	6.98852	134
	High	46.6163	10.59430	86
	Total	41.5455	9.47637	220
High	Low	46.4412	7.58117	68
	High	49.3694	9.32731	111
	Total	48.2570	8.79932	179
Total	Low	41.0347	8.14751	202
	High	48.1675	9.96869	197
	Total	44.5564	9.75768	399

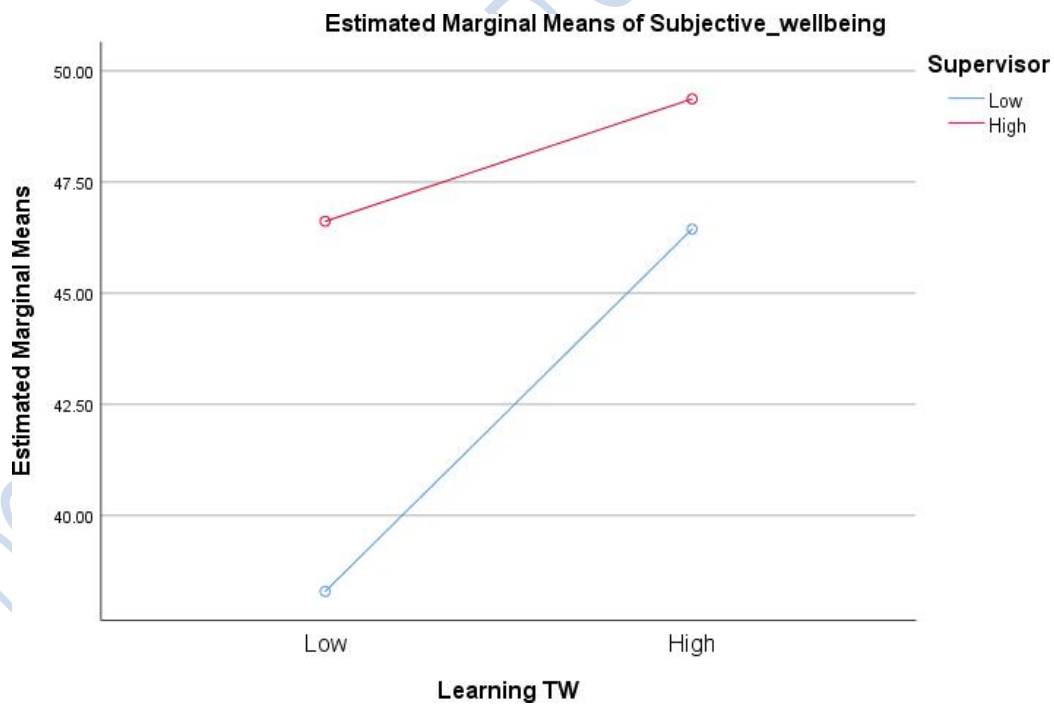
## Tests of Between-Subjects Effects

Dependent Variable: Subjective\_well-being

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8437.874 <sup>a</sup>	3	2812.625	37.716	.000
Intercept	762961.768	1	762961.768	10230.978	.000
Learn	2777.220	1	2777.220	37.241	.000
Supervisor	2958.491	1	2958.491	39.672	.000
Learn * Supervisor	680.475	1	680.475	9.125	.003
Error	29456.607	395	74.574		
Total	830018.000	399			
Corrected Total	37894.481	398			

a. R Squared = .223 (Adjusted R Squared = .217)

## Profile Plots



## Matrix

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 3.2.02 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. [www.afhayes.com](http://www.afhayes.com)

Documentation available in Hayes (2018). [www.guilford.com/p/hayes3](http://www.guilford.com/p/hayes3)

\*\*\*\*\*

Model : 1

Y : SWB

X : Learn

W : Supervis

Sample

Size: 402

Coding of categorical X variable for analysis:

Learn X1

1.000 .000

2.000 1.000

Coding of categorical W variable for analysis:

Supervis W1

1.000 .000

2.000 1.000

\*\*\*\*\*

OUTCOME VARIABLE:

SWB

Model Summary

R	R-sq	MSE	F	df1	df2	p
.4605	.2120	75.5190	35.6977	3.0000	398.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	38.5693	.7425	51.9487	.0000	37.1097	40.0290
X1	7.8718	1.2891	6.1064	.0000	5.3375	10.4062

W1	8.0469	1.1956	6.7307	.0000	5.6965	10.3973
Int_1	-5.1187	1.7945	-2.8524	.0046	-8.6467	-1.5908

Product terms key:

Int\_1 : X1 x W1

Covariance matrix of regression parameter estimates:

	constant	X1	W1	Int_1
constant	.5512	-.5512	-.5512	.5512
X1	-.5512	1.6618	.5512	-1.6618
W1	-.5512	.5512	1.4294	-1.4294
Int_1	.5512	-1.6618	-1.4294	3.2203

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	.0161	8.1364	1.0000	398.0000	.0046

-----

Focal predict: Learn (X)

Mod var: Supervis (W)

Conditional effects of the focal predictor at values of the moderator(s):

Supervis	Effect	se	t	p	LLCI	ULCI
1.0000	2.7531	1.2484	2.2053	.0280	.2988	5.2074
2.0000	-2.3657	2.8099	-.8419	.4004	-7.8898	3.1585

Data for visualizing the conditional effect of the focal predictor:

Paste text below into a SPSS syntax window and execute to produce plot.

DATA LIST FREE/

Learn Supervis SWB .

BEGIN DATA.

1.0000	1.0000	46.4412
2.0000	1.0000	54.3130
1.0000	2.0000	49.3694
2.0000	2.0000	52.1225

END DATA.

GRAPH/SCATTERPLOT=

Learn WITH SWB BY Supervis .

\*\*\*\*\* ANALYSIS NOTES AND ERRORS \*\*\*\*\*

Level of confidence for all confidence intervals in output:

95.0000

NOTE: Variables names longer than eight characters can produce incorrect output.

Shorter variable names are recommended.

----- END MATRIX -----

## Matrix

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 3.2.02 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. [www.afhayes.com](http://www.afhayes.com)

Documentation available in Hayes (2018). [www.guilford.com/p/hayes3](http://www.guilford.com/p/hayes3)

\*\*\*\*\*

Model : 1

Y : SWB

X : Learn

W : Coworker

Sample

Size: 402

Coding of categorical X variable for analysis:

Learn X1

1.000 .000

2.000 1.000

Coding of categorical W variable for analysis:

Coworker W1

1.000 .000

2.000 1.000

\*\*\*\*\*

OUTCOME VARIABLE:

SWB

Model Summary

R	R-sq	MSE	F	df1	df2	p
.4052	.1642	80.1074	26.0541	3.0000	398.0000	.0000

Model

	coeff	se	t	p	LLCI	ULCI
constant	39.4928	.7619	51.8347	.0000	37.9949	40.9906
X1	7.4423	1.2731	5.8457	.0000	4.9394	9.9452
W1	5.7190	1.2341	4.6343	.0000	3.2929	8.1451
Int_1	-3.3992	1.8299	-1.8575	.0640	-6.9967	.1984

Product terms key:

Int\_1 : X1 x W1

Covariance matrix of regression parameter estimates:

	constant	X1	W1	Int_1
constant	.5805	-.5805	-.5805	.5805
X1	-.5805	1.6208	.5805	-1.6208
W1	-.5805	.5805	1.5229	-1.5229
Int_1	.5805	-1.6208	-1.5229	3.3486

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	.0072	3.4505	1.0000	398.0000	.0640

-----

Focal predict: Learn (X)

Mod var: Coworker (W)

Conditional effects of the focal predictor at values of the moderator(s):

Coworker	Effect	se	t	p	LLCI	ULCI
1.0000	4.0431	1.3145	3.0759	.0022	1.4590	6.6273
2.0000	.6440	2.9210	.2205	.8256	-5.0985	6.3864

Data for visualizing the conditional effect of the focal predictor:

Paste text below into a SPSS syntax window and execute to produce plot.

```
DATA LIST FREE/
```

```
Learn Coworker SWB .
```

```
BEGIN DATA.
```

```
1.0000 1.0000 46.9351
```

```
2.0000 1.0000 54.3774
```

```
1.0000 2.0000 49.2549
```

```
2.0000 2.0000 53.2980
```

```
END DATA.
```

```
GRAPH/SCATTERPLOT=
```

```
Learn WITH SWB BY Coworker .
```

```
***** ANALYSIS NOTES AND ERRORS *****
```

```
Level of confidence for all confidence intervals in output:
```

```
95.0000
```

```
----- END MATRIX -----
```

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## Bio-Data

### A. Personal Data

<b>i. Full Name:</b>	<b>Mistura Oluwaseun AKINOLA</b>
<b>(Address, E-mail &amp; Phone number)</b>	House 2, Okelorewa street besides Kingston college Ijokodo, Ibadan; akinolaoluwaseun07@gmail.com 080 5507 8481, 080 6124 3619
<b>Date of Birth and Place of Birth</b>	25th June, 1989/ Lagos
<b>Nationality:</b>	Nigerian
<b>Marital Status:</b>	Married
<b>Sex:</b>	Female

### B. Education Background

#### I. Educational Institution Attended with Dates and Qualification

i. University of Ibadan	2013 - 2018
ii. Grace Polytechnic, Omu Ijebu, Ogun State	2008 - 2010
iii. Ikolaba Grammar School	1999 - 2005
iv. Olumide Day Nusery and Primary	1991 - 1999

#### II. Academic Qualification With Dates

BS.c	2018
Senior School Certificate	2005
Primary	1999

### C. Work Experience with Dates

Guaranty Trust Bank (GTBank), Nigeria.	Telling and Customer Information Service Jan. 2010 –Nov. 2012
Access Bank Nigeria PLC.	Transaction Services and ATM custodian Dec 2012 –April 2014

### D. Extra-Curricular Activities

Reading and Cooking

### E. Names and Address of Referees:

#### Dr. Oyebola Ayeni

Registrar,

Lead City University.

08035636901

**Dr. Olanike Balogun**

Department of Human and Dietetics

Lead City University

07038064020

**Pastor Akinwale Akinsayan**

Redeemed Christian Church of God,

Opp. Total Filling Station,

Gbaremu, Ibadan.

07064272892

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**Signature**

---

**Date**

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### University Compliance Certificate

This is to certify that, this thesis by **Mistura Oluwaseun AKINOLA** with Matriculation Number **LCU/PG/19/001078** in the Department of Psychology, Faculty of Social Sciences and Management, Lead City University, Ibadan, is in FULL compliance with the approved University format and style.

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**Signature**

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**Date**

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