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Positive psychology research within the workplace in Namibia: Findings and prospects for the future

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ABSTRACT

The field of Psychology has been criticised as being overly focused on pathology and less on the positive aspects of human functioning. Positive psychology research assesses what is going well and try to find ways to learn from those phenomena to enhance positive functioning amongst human beings. Making use of a desk study review, this study discusses research related to Positive psychology conducted in Namibia related to the world of work. This study focused on research work published during 2009-2019 within different industries ranging from education, health and social services, governmental institutions, service industry and the mining sector. Recommendations span from enhancing the positive human qualities, identifying factors that work against positive functioning, enhancing the working environment, improving healthy styles of leadership and developing the overall well-being of the organisation. This study aims to consolidate what has been researched within the Namibian context, taking stock and guiding the future approaches and focus within the field of Positive psychology. There is limited research within the field of Positive psychology and even less within the Namibian context. This study aims to reduce that gap within knowledge and within the field of psychology.

1. Introduction

Positive psychology is a sub-discipline of psychology related to identifying and developing factors that enhance the well-being and thriving of individuals, organisations and communities (Seligman & Csikszentmihalyi, 2000). Positive organisational behaviour (POB) and positive organisational scholarship (POS) focus on the study and application of positive human strengths and psychological capacities to enhance organisational performance (Cameron & Spreitzer, 2012). Positive Organisational Psychology (POP) is the scientific study focusing on positive experiences and traits of individuals within the workplace and positive organisations (Donaldson & Ko, 2010). POP and POS/POB aim to enhance the effectiveness and quality of life of employees within organisations. The literature discussed focuses on positive psychology research within Namibian organisations.

Namibia's economy is mainly driven by tourism, agriculture, the mining and fishing industries. According to the Namibian Statistics Agency (2017),

the unemployment rate in 2016 was estimated at 34% with female unemployment being higher than male unemployment. Gender roles and levels of education may negatively influence female employment (Bhorat, 2007). The girl-child may be required to attend to domestic chores in and around the house while the boy-child is allowed to attend school. Males are regarded as breadwinners; thus, being required to find a job. Female roles include staying at home, looking after the children and doing domestic chores (Bhorat, 2007). Namibia has a high-income disparity with 10% of the population receiving 51.8% of the total income share. The GDP per capita of Namibia was recorded at 6 013.3 US$ in 2017. It was reported that in 2016, 66.5% of the employed population was employed in the informal employment sector (Namibia Statistics Agency, 2017).

2. Methodology

This study made use of a scoping review, focusing on studies published within the field of Positive psychology. Making use of a scoping review this study was able to identify the nature and extend of literature within Positive Psychology in Namibia. Only literature published in English was included in this review. The study focused on research published between 2009-2019 which included masters and PhD thesis/dissertations, articles published nationally and internationally. Literature were sources from the University of Namibia institutional repository and journal data basis.

Search terms included positive psychology and variables focused on in the literature such as psychological conditions, organisational citizenship behaviour, organisational commitment, psychological empowerment, job satisfaction, basic psychological needs satisfaction, job resources, organisational support, authentic leadership, work engagement, coping, psychological capital, organisational climate, satisfaction of life, organisational justice, work-life balance and psychological well-being. The 21 studies were conducted in the different sectors/industries such as education, health and social services, governmental institutions, service industry and the mining sector. Thematic analysis was used to develop themes and organise the data according to industry and thematic area.

3. Discussion of literature

3.1 Positive psychology research in Namibian workplaces

In this section, positive psychology research that focused on the education sector, health and social services, governmental institutions, service industry and mining sector in Namibia are discussed. Positive psychology variables are often investigated in combination with negative job outcomes or attitudes.

3.2 Positive psychology research related to the education sector

3.2.1 Primary and secondary education

Victor (2011) indicated that the Namibian education system is flawed and needs to be investigated thoroughly to ensure that all stakeholders can contribute. A holistic approach is the only way to remedy the situation. Teachers are often blamed when learners underperform at school (Victor, 2011). Smith (2018) reported that about 50 000 grade 10 and 12 learners failed in 2017. At the same time, the education system experienced budget cuts during the 2017/2018 financial year (Shapwanale, 2018). These monies are used to pay for operational costs, to buy textbooks and teaching materials. Finances assist the Ministry to recruit, train and develop teachers to ensure quality delivery of education. The Ministry of Education, Arts and Culture announced its new targets for 2018 focusing on higher primary school intake and university admission that was about double the current targets (Shapwanale, 2018). These opportunities can be celebrated, considering the impact of apartheid and colonial rule, but may at the same time cause concern. During apartheid in Namibia, not all Namibians had access to schooling and the government is trying to provide access to all Namibians. Setting higher targets require the needed resources to facilitate these changes. Education is regarded as the greatest equaliser and the gateway to economic and social independence, but the enablers of education are scarce in Namibia (Pieters & Auanga, 2018). Despite these challenges, Namibia is doing better than countries like Tanzania and Malawi, where an even higher number of children do not go to school, experience poor infrastructure, experience a lack of qualified teachers and limited resources (UNESCO, 2016). Regardless, the challenges within primary and secondary education need to be addressed to enhance the possibility of tertiary education and economic success in Namibia.

Teacher attrition is occurring throughout the world and Namibia is no exception (retirement, death, resignation or relocation) (Janik, 2013). He investigated the relationship between work-role fit, psycholigical conditions, work engagement, organisational citizenship behaviour and turnover intention. Psychological conditions consist of psychological meaningfulness, psychological availability and psychological safety (Kahn, 1990). Psychological meaningfulness is defined as the meaning attached to doing one's job, how important the job is to the people they serve and how balanced the input and outcomes are (physical, emotional and cognitive). Psychological availability focuses on the perceived skills and abilities of employees in relation to the expectations of their work. Psychological safety deals with the degree to which employees feel safe to make mistakes or express themselves without fear of being ridiculed or embarrassed at work (Kahn, 1990). Janik (2013) found a negative relationship between

psychological meaningfulness, psychological safety and psychological availability; and turnover intention. Turnover intention on the other hand is defined as employees' intention to leave their current work and not to remain part of the organisation (Mensele & Coetzee, 2014). Work-role fit, which also forms part of the study, is defined as the degree to which the job characteristics match the skills and abilities of an employee or how the values of the employee match those of the organisation (May, Gilson, & Harter, 2004). Janik (2013) found that when teachers experience a greater work-role fit, teachers identify with the educational institution and perform more activities beyond the expectations of their employment contract (OCB) instead of leaving the teaching sector. Organisational citizenship behaviour (OCB) is defined as the extra-role behaviour that employees engage in which does not form part of their job description (Spector & Fox, 2010). Janik (2013) found that organisational citizenship behaviour related positively to work engagement. Work engagement can be defined as an affective, positive work-related state consisting of vigour (mental resilience and energy), dedication (enthusiasm, pride) and absorption (fully concentrated, taken in by work activity) (Bakker, Schaufeli, Leiter, & Taris, 2008). Adding on to the findings of Janik (2013), Morin (2008) found that meaningful work influenced commitment and mental health of employees in Canada. Organisations that provide employees with the required resources and a healthy working environment are likely to harness the highest performance of employees.

Marques and Janik (2016) conducted a study on teachers to assess how job factors (work engagement, organisational commitment) and psychological states (psychological availability, meaningfulness, psychological availability, autonomy) influence the OCB of teachers in Namibia. Teachers who are equipped with the needed skills and abilities and experience meaning, are likely to experience organisational commitment and work towards the goals and objectives of the school (work engagement) (Marques & Janik, 2016). Organisational commitment is defined as the way employees identify with the organisation (Lok, Westwood, & Crawford, 2005). Organisational commitment is characterised by normative, continuance and affective commitment (Meyer, Allen, & Smith, 1993). Normative commitment refers to commitment towards the organisation because of perceived obligation to stay because of sacrifices undergone by the organisation for the employee. Continuance commitment deals with the commitment of employees due to the fear of losing the benefits related to being a member of the organisation. Affective commitment is the psychological identification with the organisation and the desire to stay and work towards the goals of the organisation (Meyer et al., 1993). Organisational commitment, work engagement and positive psychological states predicted organisational citizenship behaviour of primary school teachers in Namibia (Marques & Janik, 2016). Extra-role behaviour may influence the performance of teachers and the

grades of learners.

Pieters and Auanga (2018) conducted a study to investigate how organisational commitment, organisational justice, and psychological conditions impact work engagement of teachers in Namibia. Organisational justice is employees' evaluation of fairness within the organisation (Greenberg, 2011). Organisational justice comprises of distributive (fairness related to distribution of rewards and punishment); procedural (procedures being followed and applied fairly and consistently); informational (information used to make these decisions), and interpersonal justice (interaction with people even when they have not complied with organisation policies). Teachers who are committed towards the institution (school) are likely to want to work towards the goals of the institution (Pieters & Auanga, 2018). Pieters and Auanga (2018) found that teachers would become committed towards an institution that practises organisational justice and where teachers and supervisors experience healthy interactions. Teachers would identify with an institution when they experience meaning and are equipped with the needed resources, skills and abilities to execute their jobs (Pieters & Auanga, 2018). Normative commitment, psychological meaningfulness and psychological availability predicted teachers' dedication. Psychological meaningfulness and psychological availability predicted absorption of teachers (Pieters & Auanga, 2018). This study highlighted the importance of doing a job that is meaningful and important. Psychological resources mitigate the impact of limited job resources, organisational changes, enhance teachers' commitment and encourage hard work.

3.2.2 Tertiary education

Tertiary institutions are constantly evolving and trying to compete with national and international institutions. The education system in South Africa, neighbours to Namibia, has been changed to allow access to university for more students; however, students drop out of tertiary institutions because of financial, social and health problems (Chetty & Pather, 2015). While conducting research on academics in Namibia, Pieters (2016b) found that psychological empowerment had a positive relationship with job satisfaction related to autonomy, social (working relationships), advancement and intrinsic job satisfaction. Psychological empowerment is characterised by meaning (importance of a goal), competence (feeling of accomplishment after skilful execution of work duties), self-determination (being able to guide and decide about your work activities) and impact (ability to influence outcomes at work) (Thomas & Velthouse, 1990). Psychological empowerment is shaped by the working environment (Thomas & Velthouse, 1990), and psychological empowerment influences productivity and the job attitudes of employees (Bhatnagar, 2007). Job satisfaction can be defined as an employee's overall evaluation of his/her

job. This evaluation can be positive or negative (Judge & Kammeyer-Mueller, 2012). Job satisfaction can be influenced by extrinsic (pay, benefits, working conditions) and intrinsic factors (skill utilisation, autonomy, meaning). Satisfaction with advancement opportunities and social relations are significant predictors of affective commitment of university staff (Pieters, 2016b).

It was found that when university employees are working in a healthy and conducive working environment, they are likely to become more committed towards the university, engage in their work roles, prefer to stay at the university and experience fewer negative health outcomes (Marques, 2013). A healthy work environment had a negative relationship with turnover intention and general ill-health dimensions (somatic symptoms, anxiety, and social dysfunction) of university staff. Job resources that contribute to a healthy environment may help retain scarce academic resources (i.e., staff) especially when lecturing staff resign, move to other tertiary institutions or organisations within Namibia and outside the country (Marques, 2013). The brain drain (turnover) has been evident in many African countries.

It is important to keep academic staff members engaged to retain them (Pieters, 2018b). Committed employees in tertiary education are likely to contribute to the success and profits of the institution (Pieters, 2018b). The satisfaction of basic psychological needs (autonomy, relatedness and competence), affective and normative commitment has a positive relation with work engagement of academic staff (Pieters, 2018b). Affective and normative commitment predicted vigour, absorption and dedication of academic staff (Pieters, 2018b). Adding on to the study of Pieters (2018b), Arshadi (2010) found that need satisfaction had a positive relationship with work motivation and performance for employees in Iran. Employees who experience basic psychological need satisfaction are likely to want to remain committed to a university (Pieters, 2018b). Basic psychological needs, affective and normative commitment, job embeddedness, work engagement have a negative relationship with turnover intention (Pieters, 2018b). Job embeddedness is defined as the web of influences that impacts employee's decision to stay at the organisation (Holtom & Inderrieden, 2006). Job embeddedness is characterised by links (relationships), fit (match between skills/abilities and work expectations) and sacrifices (losses related to leaving). When employees identify with the university, experience pride and importance in the work they do, are allowed to influence decision-making and experience benefits (material and psychological) when working, they are more likely to want to remain at the university (Pieters, 2018b).

To summarise the findings within the education sector, the fit of teachers influences their psychological meaningfulness, levels of commitment and engagement (Janik, 2013). Salaries and benefits, opportunities for advancement, lack of autonomy, relatedness, and

working environment negatively impact the health and intention to stay of employees in the education sector (Marques, 2013; Pieters, 2016b; Pieters, 2018b). These challenges place significant pressure on the education system of Namibia; however, this seems to be an even more daunting reality for many other African countries. Implementing these interventions can improve the working environment, job attitudes of educators and performance of learners or students.

This concludes the research related to the education sector; the next section will discuss research within the health and social services industry.

3.3 Positive psychology research within the health and social services industry

The Namibian health sector is divided into public and private health care facilities. Approximately 85% of the population rely on public health care that is affordable and accessible (Brockmeyer, 2012). Although these services are accessible within Namibia, delivery of healthcare services has been criticised regularly. Poor access to medical care, lack of resources, poor infrastructure and lack of human resources are a greater concern for countries like Angola (WHO, 2018). It was noted by Van Der Doef, Mbazzi and Verhoeven (2012) that nursing is a taxing profession. Nurses experience burnout and anxiety thereby increasing their levels of absenteeism (Mudaly & Nkosi, 2015). Nurses resort to harmful coping mechanisms that include suicide, self-injury and self-poisoning (medication) (Hawton et al., 2002).

Like nurses, police officers experience negative job outcomes and engage in life threatening coping mechanisms (McIntosh, 2016). Policing in Africa is characterised by corruption, lack of resources and personnel shortages. As a result, Pieters and Van Der Heerden (2018) investigated the relationship between workload-resources and emotional exhaustion of nurses (n=672) and police officers (n=482) in Namibia. The workload of nurses and police officers result in emotional exhaustion (burnout). Relating these findings to other studies, it was found that job demands influenced emotional exhaustion of health professionals in Macedonia (Mijakoski et al., 2018) and employees in Canada (Van Jaarsveld, Walker, & Skarlicki, 2010). Due to the challenging nature of the job that nurses and police officers do, these employees are prone to emotional exhaustion. Providing nurses and police officers with the needed job resources, organisational support and advancement opportunities, their emotional exhaustion can be reduced (Pieters & Van Heerden, 2018). Crawford, LePine and Rich (2010) noted that job resources mitigate the impact of job demands. Employees can withstand high work demands when the needed resources are available (Crawford et al.,

2010).

It was noted that burnout and subjective health complaints among employees influence suicide ideation. Investigating the impact of job demands-resources, authentic leadership and work engagement on burnout of police officers in Namibia, Pieters and Hasheela (2018) found that job resources, organisational support and advancement opportunities have a negative relationship with emotional exhaustion. Organisations need to understand the long-term gains of investing in employees and enhancing employees' levels of well-being for mutual benefit. It was also noted that job resources, organisational support, advancement opportunities and job security of police officers related positively to their work engagement (Pieters & Hasheela, 2018). It is evident that the health sector and social service employees experience significant job demands and emotional labour. These employees work in an environment that lacks job resources. Pieters and Hasheela (2018) reported a negative relationship between vigour, dedication and absorption with emotional exhaustion of police officers. When leaders are genuine and have the best interest of their followers at heart, followers/employees are less likely to experience emotional exhaustion at work (Pieters & Hasheela, 2018).

Another job where employees may experience high work stress is that of corpse handlers. In a study focusing on corpse handlers in Namibia, Kurz (2018) noted that these employees are prone to stigma from society and experience stress at work. They need to handle gruesome or disfigured bodies, at times those of friends, family members or people they may know. Kurz (2018) focused on assessing the psychological challenges they may experience and the coping strategies they use to mitigate these stressful working experiences. These corpse handlers used different coping mechanisms which include helping others and feeling needed, listening to music, venting, becoming disengaged or accepting their job as valuable and important (Kurz, 2018). Some employees also seek professional help, talk to their supervisors or family members. Other employees cope with these stressors by exercising, having a schedule about work duties or relying on their religious or spiritual beliefs and practices (Kurz, 2018). Not many people have the coping abilities to work as corpse handlers (Kurz, 2018). Providing training may enhance effective coping mechanisms that may be beneficial to mortuaries and the well-being of corpse handlers.

Another profession that exposes employees to trauma is social work. Perstling (2012) conducted research on social workers and their levels of satisfaction with life, psychological well-being, secondary traumatic stress and eudaimonic dimensions of well-being in Namibia. Sadock and Sadock (2007) indicated that symptoms of post-traumatic stress included intrusion, avoidance and arousal. Intrusion can be explained as having intrusive thoughts, images or dreams about a traumatic event that someone has experienced. Avoidance is when an individual tries to avoid places or triggers that bring back memories or feelings of the traumatic event. Arousal can be regarded as the responses to the traumatic event which were not present before such as anger outburst, decreased concentration or insomnia (Sadock & Sadock, 2007). Perstling (2012) found that intrusion and arousal had a negative relationship with satisfaction with the life of social workers. Diener (2000) defined satisfaction with life as the overall evaluation or judgement of one's life. Dimension of psychological well-being namely, autonomy, environmental mastery, personal growth, purpose, self-acceptance has positive correlations with satisfaction with life (Perstling, 2012). On the other hand, psychological well-being is defined as the subjective evaluation of the cognitive and affective aspects of life. Psychological well-being forms part of the eudaimonic perspective to well-being (Ryff & Keyes, 1995). When people are experiencing meaning in their lives, they are likely to be more satisfied with their lives. Environmental mastery was the only significant predictor of satisfaction with life (Perstling, 2012). This indicates that once employees are able to better master the challenges in the working environment, they experience higher overall levels of satisfaction with life. When social workers are experiencing well-being, they are likely to be more satisfied with their lives (Perstling, 2012). To support the findings by Prestling (2012), Yun, Rhee, Kang, and Sim (2019) confirmed a positive relationship between satisfaction with life and subjective well-being of Korean employees.

This concludes the research conducted on the health industry and some social service sectors. The next section will be focusing on research specifically related to governmental institutions.

3.4 Positive psychology research within governmental institutions

Governmental institutions are regularly criticised for poor performance or lack of quality service. Countries around the world have moved towards privatisation of state-owned enterprises to ensure sufficient supply of goods and services. Amunkete and Rothmann (2015) conducted research on state-owned enterprises in Namibia. These institutions do not function according to expected standards and are burdened by poor performance, mismanagement and corruption. State-owned enterprises in Namibia are regularly questioned

about the quality-of-service delivery and the regular need to be "bailed out" by government. These state-owned enterprises are required to submit regular performance evaluations; however, poor performance remains evident (Amunkete & Rothmann, 2015).

In their research, Amunkete and Rothmann (2015) focused on authentic leadership, psychological capital, job satisfaction and intention to leave of employees within state-owned enterprises. Authentic leadership is defined as a leader's genuine desire to serve others (followers) through their (the leader's) passion and compassion (George, 2000). When appointed, the leaders' focus should not be to enrich themselves. Authentic leadership is comprised of self-awareness, balanced processing, self-regulation and relational transparency (Sekoere, 2015). It has been noted that authentic leadership positively impacts optimism and work engagement of public workers in South Africa (Stander, de Beer, & Stander, 2015). Leaders need to be aware of their own strengths and areas of development and be able to evaluate information effectively before making decisions. Phuthi (2016) noted that the quality of a leader impact the performance of the organisation. Apart from the fact that authentic leadership positively influence work engagement and organisational performance, Munyaka, Boshof, Pietersen, and Snelgar (2017) found that it reduces turnover intention for employees in South Africa. Job satisfaction positively influenced work engagement of employees in South Africa (Sehunoe, Viviers, & Mayer, 2015).

Authentic leadership positively influenced psychological capital in Namibia (Amunkete & Rothmann, 2015). Psychological capital (PsyCap) is the positive psychological state of development. PsyCap consists of hope (motivation to reach goals and creating pathways to achieve goals), optimism (thinking positively about succeeding currently and in the future), self-efficacy (confidence in own ability to effectively complete tasks), and resilience (ability to cope and recover from life challenges and adapt to significant changes) (Luthans, Youseff, & Avolio, 2007). Employees who experience higher levels of psychological capital (self-efficacy, hope and optimism) also experience higher levels of job satisfaction. The quality of leadership within the organisation improves employees' overall psychological state and ultimately their intention to remain at the organisation (Amunkete & Rothmann, 2015). It was interesting to note that resilience has a positive relationship with turnover intention (Amunkete & Rothmann, 2015). This could indicate that employees that are more resilient are likely to believe that they are able to find better employment elsewhere.

Amunkete (2015) conducted research on state-owned enterprises in Namibia. In his study, he focused on authentic leadership, psychological capital, organisational climate and work engagement. Psychological capital and authentic leadership showed a positive relationship with organisational climate

(Amunkete, 2015). Organisational climate is the perceived support employees get from their colleagues, supervisors and other departments to complete their tasks (Luthans, Norman, Avolio, & Avey, 2008). Organisational climate explained 67% of the variance in work engagement. This indicates that when employees perceive their colleagues, supervisors and other departments to be supportive, they are likely to want to work harder towards achieving organisational success. Psychological capital and authentic leadership have a positive relationship with work engagement (Amunkete, 2015).

Conducting research at a parastatal (i.e., a state-owned enterprise) in Windhoek, Namibia, Mashuna and Pieters (2016) found that when employees experience psychological empowerment, they are more likely to want to remain at the organisation. Organisations should refrain from disempowering practices to enhance psychological empowerment and ultimately retain employees at the organisation (Mashuna & Pieters, 2016).

When institutions can improve the working environment (climate), invest in leadership development, employee training and development, it may influence employees' levels of work engagement and intention to stay. The next section will discuss research related to non-governmental service providers.

3.5 Positive psychology research within the service industry

Conducting research on primary school teachers and legal professionals in Windhoek, Pieters (2016a) found that job embeddedness negatively influenced employees' decision to leave the organisation. Lack of healthcare and retirement benefits showed a positive relationship with turnover intention (Pieters, 2016a). This indicates a level of dissatisfaction regarding these benefits. Similar to schools and legal practices, the effectiveness of banks is dependent on the quality of customer service they provide.

Banks require employees that are knowledgeable about the product/services and have positive job attitudes. This will ensure that the bank have a competitive edge over other banks within the region offering similar products/services (Pieters, 2017). For banks to thrive in these competitive environments, it is required that they constantly monitor and evaluate employee job attitudes (Pieters, 2018a). Intrinsic and extrinsic job satisfaction showed a positive relationship with work engagement. Intrinsic job satisfaction was the stronger significant predictor of work engagement in comparison to extrinsic job satisfaction. Intrinsic and extrinsic job satisfaction explained 41% of the variance in work engagement of the banking sector employees in Windhoek (Pieters, 2017). When satisfying these employees intrinsic and extrinsic job satisfaction, these employees may increase their work engagement by 41%. In other studies, in South

Africa, fair compensation (Dhurup & Mahomed, 2013) and money (Visser, Mackenzie, & Marais, 2012) positively influence job satisfaction. Smit, De Beer and Pienaar (2016) found that job insecurity and work stressors negatively predicted job satisfaction of employees in South Africa. Even though intrinsic job satisfaction showed a stronger relationship with work engagement than with extrinsic job satisfaction, Pieters (2017) acknowledged that both intrinsic and extrinsic satisfying factors are important for work engagement (Pieters, 2018a). Ekandjo (2017) found that employees that are satisfied with their job are likely to be more engaged and perform better at work.

Conducting research on banking employees and administrative staff at a tertiary institution in Windhoek, Pieters (2018a) reported that procedural and interpersonal justice predicted intrinsic and extrinsic job satisfaction. On the other hand, interpersonal justice and intrinsic job satisfaction were significant predictors of work energy (work engagement) (Pieters, 2018a). Intrinsic and extrinsic job satisfaction predicted work focus (work engagement). When organisations interact fairly and consistently with employees, they are likely to become satisfied and engaged in their work (Pieters, 2018a). Customer service is vital to the success of banks, tertiary institutions and restaurants.

Apart from providing fresh, delicious and nutritional food, restaurants need to provide quality service to customers to make a profit (Kazimbu & Pieters, 2017). To stay viable, restaurants need to ensure that customers are satisfied with their service to retain customers. Intrinsic and extrinsic job satisfaction showed a positive relation with organisational commitment of waiters in Windhoek, Namibia (Kazimbu & Pieters, 2017). When employees experience satisfaction because of the job itself, advancement opportunities, perceived competence or meaning (intrinsic job satisfaction), they are likely to remain committed to the organisation. Employees that are satisfied with the pay, fringe benefits, working conditions and relations with colleagues (extrinsic job satisfaction) are also likely to remain committed to the organisation (Kazimbu & Pieters, 2017). Intrinsic and extrinsic job satisfaction, organisational commitment has a positive relationship with work engagement (Kazimbu & Pieters, 2017). The positive relationship between commitment and work engagement was found within the service industry of South Africa (Coetzee, Schreuder, & Tladinyane, 2007). Intrinsic job satisfaction and organisational commitment predicted work engagement of waiters in Windhoek (Kazimbu & Pieters, 2017).

Customer service influences customer satisfaction, customer retention and organisational profits. Organisations need to ensure that they know what employees need/want to be satisfied since satisfying the needs of employees enhances their levels of organisational commitment, work engagement and reduces turnover intention. Having satisfied and engaged employees influences their productivity. The next section will focus on research related to the mining sector.

3.6 Positive psychology research within the mining sector

Rothmann and Baumann (2014) investigated the relationship between work-home interaction, psychological conditions and employee engagement. Work-home interaction is described as the relationship between work and home life and how these separate yet interconnected parts of life impact one another (Greenhaus & Beutell, 1985).

Employees that experience higher levels of psychological availability and meaning are more likely to become engaged in their work. These positive aspects of the work, allow employees to function better at home thereby enhancing their meaningfulness, skills and abilities to cope better with challenges at home (Rothmann & Baumann, 2014). When employees experience challenges at home, it reduces their levels of psychological meaningfulness, psychological availability and employee engagement at work. The spillover effect explains that what happens at work impacts the home-life and vice-versa (Rothmann & Baumann, 2014).

When employees have the required skills and abilities, they would experience a higher level of perceived competence and mastery at work (Rothmann & Baumann, 2014). Experiencing a higher level of competence and mastery, employees are likely to attempt more difficult tasks and experience the eagerness to want to do more work. Employees experiencing meaning in their work and in the roles, they fulfil in a society are likely to experience a higher level of self-efficacy and employee engagement (Rothmann & Baumann, 2014). Geldenhuys, Laba and Venter (2014) also found a positive relationship between psychological meaningfulness and work engagement amongst South African employees.

When employees identify that their work impacts negatively on their home life and vice versa, employees prefer to withdraw from such a job (Damens, 2012). If the work keeps one away from one's home life and the home life negatively impacts one's work life, employees become conflicted in such a relationship. Psychological meaningfulness and psychological availability explained 41.58% of the variance in work engagement of mining employees (Damens, 2012). This means that if the organisation improves on psychological meaningfulness and psychological availability, these mining employees may be more engaged by 41.58%. The next study will focus on retired mining industry employees.

Retirement is an inevitable part of work life and may come with different experiences. Kasuto (2012) conducted a study investigating the relationship between happiness and satisfaction with life of retired mine workers in Namibia. Retired employees struggle with feelings of isolation, loneliness, depression, or suicide especially if limited or improper planning and preparation preceded retirement. Seligman (2002) defined happiness as pleasurable experiences such as job satisfaction, positive well-being, experiencing a meaningful and worthwhile life. Kasuto (2012) found that happiness related positively with satisfaction with life of retired mining employees. The higher the levels of subjective happiness the more satisfied employees are with life.

When organisations and employees try to reduce work-home interference, employees are likely to experience higher psychological conditions and engagement. Based on the research discussed earlier, the subsequent section will discuss the recommendations made by these studies.

4. Recommendations for the workplace

The following recommendations are derived from the literature discussed. Positive psychology outcomes can be beneficial to the employees and organisation. By enhancing the well-being of employees, employees may live longer healthier productive lives and organisations may utilise the skills and abilities of these healthy employees for longer.

To enhance psychological meaningfulness of teachers, the benefits and salaries of teachers need to be re-evaluated (Pieters & Auanga, 2018). Ensuring that employees are satisfied with the exchange for their labour, would mean employees become more satisfied, committed and engaged (Pieters, 2017). Education needs to remain a priority when governments create budgets because of the benefits for citizens and the country. Teachers need opportunities to enhance their skills and abilities (Pieters & Auanga, 2018). Well-trained teachers are likely to attempt more challenging work and once they do more work, they become more competent and willing in the future to do more work (Pieters & Auanga, 2018). Enhancing the engagement levels of teachers will likely improve the pass rates of learners, quality of university intakes, quality of employees, and result in increased productivity, and by extension, the attainment of national development goals of Namibia.

Educational institutions need to ensure that the jobs are designed in such a way that they allow for autonomy, relatedness, skill utilisation, skill variety and feedback (Pieters & Auanga, 2018). Mentoring may help teachers to enhance their skills and

employee engagement levels (Pieters & Auanga, 2018). The working environment needs to be improved to ensure retention of teachers and enhance their work experiences (Janik, 2013). Employees spend most of their lives at work and when the working environment is not conducive, it negatively affects employee performance, absenteeism, ill health and intention to stay. Considering the critical role played by the education sector, there is a need to safeguard the loss of quality teachers and improve the quality of education within Namibia. Namibia has made significant improvements in the education sector; however, teachers expressed dissatisfaction regarding their rewards and recognition, lack of organisational support and feelings of rejection (Janik, 2013). Educators need to seek psychotherapeutic help to reduce their stress levels. Therapy could enhance the quality and effectiveness of education provided to learners (Janik, 2013). Experiencing good relations with colleagues acts as a buffer and resource in dealing better with stressful working conditions (Pieters, 2017).

Universities need to implement policies and procedures that protect and safeguard the well-being of employees at all levels (Marques, 2013). A high level of turnover intention is influenced by a lack of resources followed by lack of supervisory and co-worker support. The university needs to provide the needed resources to avoid losing these employees (Pieters, 2017). Regular monitoring and evaluation of workloads of staff members needs to be undertaken to avoid burnout and poor well-being of staff members.

When employees work in a healthy work environment, they are likely to become engaged in additional duties without expecting additional payments (Marques & Janik, 2016). Pieters (2016b) noted that healthy relations and opportunities for advancement can improve commitment and work engagement (Pieters & Auanga, 2018).

Even though nurses work in a health-conscious profession, they are more aware of the needs of others (patients) and not necessarily their own health. Pieters and Van Heerden (2018) recommended that nurses should take better care of their own health to care of others. Inclusive decision-making may enhance job resources at work (Pieters & Van Heerden, 2018). Police officers and nurses should be provided with short professional development courses (Pieters & Van Heerden, 2018). These may help to update and keep skills relevant to the profession. Police officers and nurses are also encouraged to take up an active and healthy lifestyle, eating healthy foods and getting regular exercise to mitigate the impact of work stress (Pieters & Van Heerden, 2018).

Brand-Labuschagne, Mostert, Rothmann and Rothmann (2012) indicated that certain work could be stressful because of the nature of the job (e.g., danger, violence and crime). Considering the nature of police work, it is suggested that police officers should be educated about stress management, healthy living, healthy coping mechanisms and the importance or value of counselling and attend hardiness training (Pieters & Hasheela, 2018).

Social workers should be supported via workshops that can equip and educate them about secondary traumatic stress and its impact on psychological well-being and satisfaction with life (Perstling, 2012). Employees need to be educated about self-care and the challenges within certain working environments. It is suggested that employees engage in job crafting to navigate the challenges associated with fundamentally challenging working environments. Job crafting entails changing the tasks, relations and perspective about your work (Berg, Dutton, & Wrzesniewski, 2013). This includes changing the way an employee performs certain tasks and engages with colleagues, which may act as a resource. Changing the way one sees one's own work may influence the satisfaction and meaning an employee experiences in the work.

Authentic leadership and psychological capital play a pivotal role in the levels of job satisfaction and intention to leave of employees (Amunkete & Rothmann, 2015). Leadership selection and development programs should identify and select prospective employees that score highly on psychological capital. Considering that psychological capital can be enhanced, organisations need to develop training and wellness programs aimed at enhancing self-efficacy, optimism, hope and resilience (Amunkete & Rothmann, 2015). Improving the quality of leaders and the psychological capital of employees influences job satisfaction and the quality of life of employees (Pieters, 2017). Consequently, organisations would be able to attract and retain the top talent available within the job market (Amunkete & Rothmann, 2015).

Quality leadership (skilled, knowledgeable, healthy interpersonal skills) is important in achieving the goals and objectives of the organisation. Leaders also need to be accountable for their own performance; thus, they should ensure that they perform at their optimum (highest) level. Pieters and Hasheela (2018) noted that leaders need to be educated about their roles and management should be vigilant when selecting leaders.

Enhancing the job satisfaction of employees,

employees would remain committed, work towards achieving the goals of the organisation, improving customer service, customer satisfaction, productivity and customer retention (Kazimbu & Pieters, 2017). Many organisations are providing similar services or products. The job attitudes of the employees are one of the key ingredients that can make the difference in the organisation's profits.

Pieters (2018a) noted that organisations may follow procedures consistently and practice fairness, but when employees are not aware of these procedures, they might still experience organisational injustice. Employees need to be educated on a regular basis about the policies and procedures of the organisation (Pieters, 2018a).

Organisations need to become familiar with the relationship between work-life balance and employee engagement of their employees (Rothmann & Baumann, 2014). Performance management systems need to be implemented since this may also identify how work-home interaction impacts employee engagement (Rothmann & Baumann, 2014).

Implementing these recommendations may improve the health and well-being of employees, enhance their job attitudes and motivation. When organisations attend to the needs of employees, employees are likely to become more committed, engaged and productive in their work. Attending to the reasons why talented Namibians leave the country to work abroad could improve the socio-economic development of the country. The next section proposes some new areas into which research can venture or elaborate on the existing literature.

5. Recommendations for future research within Positive Psychology

A lot of the current research is on self-report survey data. Future studies may consider using multi-source, multi-method data such as in-depth interviews and objective ratings (Amunkete & Rothmann, 2015; Pieters & Van Heerden, 2018). Interviews and group discussions may help when working with groups that are not proficient in English (Pieters & Van Heerden, 2018). It was also recommended that longitudinal studies be conducted to enhance the current body of knowledge (Amunkete, 2015; Perstling, 2012). Considering that current research had a limited scope, it is recommended to make use of larger samples focusing on other work roles, industries and regions within Namibia (Pieters, 2018b). Future research also needs to expand on the understanding of variables within positive psychology (Kurz, 2018). Hendriks et al. (2019) found that most of the research conducted as part of Positive Psychology (1998 to 2017) was on

highly industrialised and democratic countries studying people that are highly educated and earn a high income. Considering that the concepts, theories and variables studied were developed in Western industrialised countries, it would be beneficial for future researchers to try to understand well-being at work from a Namibian perspective. "Namibianising" well-being at work may add to the understanding of these concepts instead of it being regarded, at times, as a distant reality. The Namibian society may have undiscovered knowledge and understanding about well-being that needs investigation.

Based on the recommendations discussed above, it is evident that more research needs to be conducted that relate to other variables that have not been investigated before. It is also evident that more qualitative studies need to be conducted to explore these topics from different perspectives and develop a regional understanding of these variables. If time allows it, longitudinal research should be used to obtain a more representative sample to enable generalisability of the findings but more importantly to assess cause-and-effect relationships.

6. Conclusion

This article started by defining positive psychology before providing some contextual information about Namibia, the workforce and a discussion of research within different industries/sectors of Namibia. This article further summarised different recommendations to help improve and attend to the health and well-being of employees within these industries/sectors. Namibia has made significant progress in terms of education, the service industry, health and social services, safety and security, and the future is full of opportunities. This article concluded by discussing some recommendations for future research within positive psychology and the workplace in Namibia.

Namibia has seen significant growth since independence in many of the industries/sectors. Organisations are investing more in the health and skills development of employees. Governance has improved with more educated and competent leaders employed within government and organisations. Education is more accessible to the nation, and many first-generation university graduates are joining the job market. Considering the benefits and recommendations made within positive psychology research, Namibia can grow and develop even further.

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