

**ORGANIZATIONAL SUPPORT AND WORK ENGAGEMENT IN PRIMARY
SCHOOLS IN NJERU MUNICIPALITY: THE MODERATING EFFECT OF
THRIVING AT WORK**

NASSALI BARBRA

21/U/GMEO/14470/PE

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH
AND GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTER OF ORGANIZATIONAL PSYCHOLOGY
OF KYAMBOGO UNIVERSITY**

JANUARY, 2025

DECLARATION

I Nassali Barbra do hereby declare that the information in this dissertation is entirely my own and has never been produced by any other author.

Signed..... Date.....

APPROVAL

Under our guidance, Nassali Barbra completed this dissertation, which is now prepared for submission.

Signed

Date

Dr. Kibedi Henry

Signed

Date

Dr. Biira Judith

DEDICATION

To all Organizations who support their employees, ensure that they are engaged hence leading them to thrive at work.

ACKNOWLEDGEMENT

First and foremost, I thank those who have contributed to my life and education, both financially and socially. I thank my employer and work supervisors for granting me time to attend to my studies. I would also like to express my profound gratitude to my research supervisors for their selfless guidance and wise-counsel, at every step of this research journey: I am really grateful!

I also want to thank all of my lecturers and fellow students for their support and advice, and also thank the respondents for your cooperation during my visitation to your respective schools.

Last but not least, I also want to express my sincere gratitude to my family for all of their perseverance, sacrifice and motivation during this study. Thank you so much.

TABLE OF CONTENT

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENT.....	v
LIST OF FIGURES	x
LIST OF ACRONYMS	xi
ABSTRACT.....	xii
 CHAPTER ONE: INTRODUCTION.....	 1
Introduction.....	1
Background	1
Historical Perspective	1
Conceptual Perspective.....	2
Theoretical Perspective.....	5
Contextual Perspective	7
Statement of Problem.....	9
Purpose of the study	10
Specific objectives	10
Hypotheses	10
Scope.....	11
Content Scope.....	11

Geographical Scope	11
Time Scope	12
Significance of the Study	12
Conceptual Framework.....	13
Summary.....	15
CHAPTER TWO: LITERATURE REVIEW	16
Introduction	16
Theoretical review	16
The organization support theory	16
The three dimensions of employee engagement proposed by Kahn	17
Empirical Review	18
The Relationship between perceived organization support and work engagement.....	18
The relationship between work engagement and thriving at work.....	25
The relationship between perceived organization support and thriving at work.....	31
The mederating effect of thriving at work on the relationship between perceived organization support and work engagement.	35
Perceived organization support on engagement and thriving at work.....	43
Summary and research gap	47
CHAPTER THREE: METHODOLOGY	48
Introduction	48
Research Approach and Design.....	48

Target population	49
Sample Size.....	49
Sampling Technique	49
Inclusion and Exclusion Criteria	50
Data Collection Method	50
Measurement.....	51
Data Management, Processing and Analysis.....	51
Data management and processing	51
Data Analysis.....	52
Ethical Considerations	52
 CHAPTER FOUR:PRESENTATION, ANALYSIS AND INTERPRETATION OF	
FINDINGS	53
Introduction.....	53
Demographic Characteristics of the Respondents	53
Gender of respondents	54
Marital status of respondents.....	54
Age Category of respondents	55
Academic Attainment of respondents.....	55
Relationship between Demographics, Organizational Support, Thriving at Work and Work Engagement.....	55
Organizational support, Thriving at work and Work Engagement Among Primary School Teachers	57

Objective one: The relationship between Organizational Support and Work Engagement Among Teachers.....	67
Objective Two: The Relationship Between Organizational Support and Thriving at Work	68
Objective Three: The Relationship Between Thriving at Work and Work Engagement	68
Objective Four: The Moderating Effect of Thriving at Work on The Relationship Between Organizational Support and Work Engagement.....	69
CHAPTER FIVE:DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	71
Introduction	71
Discussion	71
Limitations of the study.....	76
Conclusions	76
Recommendations	78
Recommendations for Further Research	80
Limitations of the Study	80
REFERENCES.....	81
APPENDICES	95
Appendix 1: Work plan	95
Appendix 2: Data Collection Tool	96

LIST OF TABLES

Table 4. 1 : Demographic Information of Respondents.....	54
Table 4. 2: Correlation Matrix for Demographics, Organizational Support, Thriving and Work Engagement.....	56
Table 4. 3: Work Engagement Among Primary School Teachers.....	58
Table 4. 4: Organizational support Received by Primary school Teachers	61
Table 4. 5: Thriving at Work Among Primary School Teachers.....	64
Table 4. 6: Level of Engagement, Organizational Support and Thriving at work Across Demographics	67
Table 4. 7: Moderation Estimates of Effect of Thriving at work on the relationship between organizational support and work engagement	69

LIST OF FIGURES

Figure 1. 1: Conceptual Framework	13
Figure 4. 1:Histogram for Work Engagement	60
Figure 4.2:Histogram for Organizational support.....	63
Figure 4.3: Histogram for Thriving at work	66

LIST OF ACRONYMS

POS	Perceived Organizational Support
TAW	Thriving at Work
WE	Work Engagement
MOES	Ministry of Education and Sports
SEMT	Socially Embedded Model of Thriving

ABSTRACT

This study investigated the relationship between Organization Support, Thriving at work and work engagement in primary schools in Njeru Municipality in Buikwe district Uganda. Using a correlational survey design, data was collected by the use of self-administered questionnaire among 248 teachers. Descriptive statistics, Pearson correlation test, and multiple regression analysis were used to analyze data. The study findings revealed demographic characteristics did not influence organization support, Work Engagement and Thriving at work in primary schools but, positive and meaningful relationships were found among the variables. Employees' beliefs about how much the organization value their contributions and cares about their well-being, promotes feelings that their work is good and fulfilling which leads to vigor, dedication, and absorption in their work roles. Organizational support and Thriving are significant factors in the work engagement of primary school teachers in Uganda. Hence organizational factors; leadership and psychosocial support are crucial in the work engagement of primary school teachers, thus supporting the significance of leadership in the work engagement of primary school teachers in Uganda.

CHAPTER ONE: INTRODUCTION

Introduction

This chapter covers the backdrop of the study as well as the problem statement, aims, hypothesis, significance, justification, scope, and conceptual framework in addition to the conceptual, theoretical, and contextual considerations.

Background

This section, which is divided into four subsections (historical, theoretical, conceptual, and contextual), discusses the many points of view about the historical basis of the topic.

Historical Perspective

Work engagement connotes the degree to which staff commit their "physical, mental, emotional, and cognitive" identities to their jobs. The study of work engagement was made possible by the groundbreaking research on individual and group incentives conducted in the 1920s by Mary Parker Follett and Lilian Gilbreth (Muldoon, 2020). During this time, Follett and Gilbreth studied group dynamics in New York to learn how groups affect individual motivation; but, after Follett's passing, their theories lost traction (Dipboye, 2018).

After World War II, in the 1940s, Fredrick Herzberg put out the two-factor hypothesis. This hypothesis helps to explain why some individuals are extremely motivated while others are not, by positing that distinct sets of elements, referred to as "motivators" and "hygiene," are responsible for producing job satisfaction and dissatisfaction (Karaferis et al., 2022).

The relevance of the task and knowledge of the outcomes impact employee motivation and are linked to their psychological experiences at work, according to Oldham and Hackman's 1976 Job Characteristics Theory (Sharma, 2021). Organizational psychologists focused on understanding burnout and reducing voluntary turnover in the 1980s (Wolfe, 1981; Burke, 1984;

McEvoy et al., 1985). In order to assess self-actualization, depersonalization, and emotional exhaustion, thus, "Maslach Burnout Inventory" came into play in 1981 (Maslach & Jackson, 1981).

The bulk of theoretical and empirical discussions before to 1990 concentrated on broad aspects of employee motivation and behavior that are connected to engagement at work. Following William Kahn's seminal publication "Psychological Conditions of Personal Engagement and Disengagement at Work", the notion of workplace engagement initially gained traction (Kahn, 1990). In this study, Kahn went into further depth into the psychological, emotional, cognitive, and physical aspects of expressiveness and job commitment. His research set the groundwork for later discussions around workplace behavior and employee involvement. Three essential elements of positive psychology were combined by 2002, which resulted in the development and use of unique, quantitative measurements of "work engagement" (Schaufeli et al., 2002). These three components provided the framework: energy, dedication, and absorption.

Conceptual Perspective

Organizational support is defined as educators' perceived respect from the organization in correspondence with their input at work as well as their concern for their wellbeing, especially in educational institutions (Fee & Gray, 2022; Oubibi et al., 2022). Fairness, supervisor support, organizational awards, and happy work environments are common ways to provide this help (Kohont & Ignjatović, 2022). The higher employees develop a feeling of fair treatment mainly when they compare themselves with their workmates in the organization, the higher they feel supported. Procedural justice, according to Obubibi et al. (2022), is the notion of fairness even in situations where employee-specific incentives vary. This idea is also frequently known as the equity of organizational processes.

According to George-Amiekumo (2022), organizational support is the feeling of support a company offers to promote a positive work environment. According to Liu-Lastres et al. (2022), providing employees with creative flexibility or generous vacation time for personal enjoyment or well-being are two efficient means of showing them support. As per the findings of Riaz et al. (2018), the way in which staff members perceive and engage with the company may significantly affect their happiness at work perform better leading to organizational effectiveness.

Organizational support is perceived as the rate at which employees believe that they are treasured by the organization through taking care of their well-being (Eisenberger et al. 2001) For the sake of this study, it is considered an independent variable. Perception of organizational support (POS) is a very vital attribute that results into affirmative and negative outcomes ranging from stress to turnover intentions. According to Huang et al. (2021), "good results include job satisfaction, organizational commitment, and job performance." Nevertheless, Organizational support is normally evaluated through analyzing the manager-employee relationship and the degree of employee' perception of being valued by their employers and care about their well-being.

The use of work-life balance laws, employee voice, engagement, job resources, and organizational justice are other methods of measurement (Ridwan et al., 2020). Another important idea is "thriving at work," which is a “positive psychological state” in which workers feel inspired and educated (Kleine et al., 2019).

Employee's thriving at work requires a feeling of inspiration and value for their work (Imran et al., 2020). It means working really hard, admitting setbacks, and offering opportunities for ongoing development. More innovation, security, and dedication to the company are necessary for survival (Lowe, 2020).

Employee vitality, or feeling alive and energized, and learning, or taking up and applying new or enhanced talents, may be used as indicators of how well employees are prospering in corporate environments (Imran et al., 2020). Therefore, the higher the employees perceive being supported, there are higher probabilities of employees to derive job engagement.

Thriving at work is characterized by the state in which employees feel appreciated and are learning from their jobs. Vitality is the aggregate of “vigor, energy, and a sense of aliveness, attentiveness, and excitement” in one's job. Realizing one's own progress is equally as significant as picking up new skills or knowledge. Successful workers actively learn, develop, and advance in both their personal and professional lives in addition to being engaged and content.

Work engagement is defined by Shen and Jiang (2019) as one's dedication to their work, in form of “mental, emotional, cognitive, and physical exertion”. According to Bakker et al., it is comprehensible from a cognitive, affective, and bodily standpoint (2020). While some models perceive burnout as the anti-thesis of job engagement, that scholars such as “Maslach and Leiter” perceive it as the absence of burnout (Hetzl-Riggin et al., 2020). According to Carmona-Halty et al. (2019), energy, commitment, and immersion are the fundamental components of job engagement. Employee enthusiasm, perseverance, and tenacity are signs of vitality in the workplace. Devoted employees demonstrate their dedication to their profession by showcasing qualities like challenge, inspiration, pride, excitement, and relevance.

The quality of instruction as well as the general school climate can be greatly impacted by signs of poor energy, dedication, and absorption among instructors (Teuber et al., 2021). All three components are essential for job engagement and the Utrecht job Engagement Scale (UWES) assesses an “employee's emotional and cognitive commitment to their work” (Antoniou et al., 2023).

Low amounts of these elements might show up as a variety of attitudes and actions in the teaching profession. For example, low effort, a negative attitude, and a lack of enthusiasm are indicators of low vigor in educators (Peláez-Fernández et al., 2022).

Lesson preparation, student evaluations, and classroom management are a few positions that might encounter weariness, a lack of initiative, and a decline in productivity (Teuber et al., 2021). Teachers with low levels of absorption may not only have difficulty focusing, lack immersion, and feel alienated from their work, but they may also seem physically present yet be cognitively detached (Antoniou et al., 2023). Additional signs and symptoms include a drop in the performance and interest of the students, loneliness, more absenteeism, and reluctance to change. Students' learning performance and interest in the subject matter may decline right away if instructor engagement declines.

Theoretical Perspective

The Work Engagement Theory developed by William Kahn in 1990 served as the inspiration for this investigation. Kahn, an organizational psychologist, first put out the concept of employee engagement in 1990. The emotional, cognitive, and physical components are its three fundamental pillars.

According to Decuyper and Schaufeli (2020), the Work involvement Theory presents vigor, devotion, and absorption as the three main elements for gauging involvement. Employee vigor is defined as proactive behavior, going above and above what is expected of them, and a willingness to work (Kahn, 2021). Employee zeal and eagerness to rally around the company's objectives demonstrate their commitment to organizational responsibility (Kahn, 2021).

Workers with fervor, curiosity, and intense involvement in their work, along with a strong sense of alignment with their duties and the company's goal, are known as "absorptive" workers (Kahn, 2021).

According to Kahn, an increase in worker involvement requires the “satisfaction of three psychological requirements” and the first requirement for meaningfulness is that workers must see value in their job in order for them to be motivated to participate in it (Okolo, 2018). The second criteria, safety, states that “employees are more likely to engage when they may express their opinions without fear of negative outcomes”. Availability is the third criterion, according to Kahn (1990). It implies that workers are most engaged when they believe they can put their best into a task, both physically and psychologically.

According to Nasurdin et al. (2018), Kahn proposed that an employee's level of involvement in their job is determined by their feelings about it, not by their thoughts about it. His theory is predicated on the notion that workers consciously select the degree to which they reveal and commit to their job the real versions of themselves (Kahn, 1990). Kahn concentrated on the negative effects of employee disengagement, which occurs when workers just perform the bare minimum necessary to keep their jobs without giving them their whole attention or feelings. Kahn (1990) postulated that “employees are more likely to put in more effort if they feel free to be who they are at work”.

Individual levels of commitment towards one's job, which establishes a connection between their personal and professional identities, is known as work engagement. This connection can improve performance by revitalizing the body, mind, and emotions (Kahn, 1990).

According to this study, which is consistent with the work engagement theory, “organizational support and thriving at work” are significant factors influencing primary teachers' levels of participation (Musenze et al., 2021).

Contextual Perspective

Since human capital is what drives organizations all over the world to accomplish their goals, it is imperative that deliberate steps be taken to assist employs towards flourishing and be fully absorbed in their work (Pereira et al., 2022). The International Labor Organization advises businesses to implement rules that enable employees to realize their full potential at work (Servais, 2022). Employee’s perception of about employer shapes their perception towards hard work, creatively, and zealously, which increases levels of passion, dedication, and job immersion (Wright, 2022).

Employee engagement at work affects both the caliber of services provided and their occupational health (Mäkikangas et al., 2022). Employee’s happiness and satisfying state, associated with one's line of work and is marked by “vigor, dedication, and focus” are define an engaged employee. An indication of an employee's active involvement in their work is their physical, emotional, and intellectual engagement with it (Ashfaq et al., 2022). Research indicates that zeal and passion are often displayed by engaged workers, and this increases levels of thriving at work (Lou & Ye, 2019).

It is argued that the objectives and reputation of organizations in China can both gain from high employee enthusiasm and engagement (Oubibi et al., 2022 & Cheng et al., 2022). This makes workers feel more important and motivated to contribute, which strengthens the reciprocity principle.

Guan and Frenkel (2021) report that employees who are flourishing demonstrate a sense of vitality, ongoing learning, and personal advancement through their work experiences and connections.

People are inspired by vitality even if learning involves “acquiring and applying knowledge and practical skills” (Kleine et al., 2019). Imran et al. (2020) claim that “productive workers who fulfill deadlines are more likely to be competitive and boost their company's success as a whole”. People seek more than just financial compensation in today's fast-paced, knowledge-driven economy; they also want social ties, a sense of purpose, and the freedom to advance in their careers (Moore et al., 2022).

Additionally, how someone uses their special talents and opportunities for professional development at work have a big impact on their chances of succeeding (Demirdelen Alrawadieh & Alrawadieh, 2022). This suggests that in order for a business to succeed and stay competitive, it must possess the ability to quickly adapt to shifting circumstances. Entities must also provide their staff with the tools necessary for them to succeed in their positions (Imran et al., 2020). Perceived organizational support fosters positive employee attitudes and creates a mutually advantageous relationship between the company and its staff (Lou & Ye, 2019).

Research indicates that poor employee engagement has led to increased employee turnover, labor inefficiencies, performance losses, and industrial actions for several companies across several Sub-Saharan African nations (Al-Hakim et al., 2022). These problems are frequently associated with inefficient organizational support procedures and policies that lower workers' estimation of the value of their work (Widarko & Anwarodin, 2022).

Studies carried out in Uganda have shown that how supportive a firm is seen by its employees has a direct influence on their engagement and growth (Obedgiu et al., 2017; Musenze et al., 2020; Alshaabani et al., 2021). Concerns regarding the effectiveness of policies being implemented and services being rendered have been raised by a noticeable decrease in work engagement in the public sector (Local Government Performance Assessment National Synthesis Report, 2018). Despite this, no comprehensive study has been carried out in Uganda to “examine the relationship between work engagement, thriving at work, and organizational support”. This discrepancy has prompted studies on Njeru's elementary schools.

Statement of Problem

Employers can achieve their goals by providing support to employees, enabling them to perform their tasks with enthusiasm and commitment. Research by Fee & Gray (2022), Oubibi et al. (2022), Kohont & Ignjatović (2022), Kleine et al. (2019), and Carmona-Halty et al. (2019) has shown that strong employee support programs enhance energy, dedication, and engagement. In Uganda, the government has implemented policies aimed at promoting employee participation and support, including the Uganda Public Service Standing Orders 2021, UPE Primary Education Policy 1997, the National Employment Policy for Uganda 2011, the National Teacher Policy 2018, and the National Education Policy 2010. Despite these efforts, reports show low levels of energy and engagement among government primary school teachers. Schotgues (2022) found that only 35% of teachers felt "engaged," with 65% reporting low enthusiasm. Similarly, Mujuni et al. (2022a) found that over 60% of teachers exhibited low work engagement, and 58% perceived support programs as ineffective. Low engagement among teachers affects productivity, job satisfaction, education quality, and student outcomes. These challenges highlight the need for further examination of factors influencing teacher engagement.

This study will explore the relationship between work engagement, thriving at work, and organizational support in Njeru Municipality's primary schools, focusing on how thriving at work may moderate the effects of organizational support on teacher engagement, filling a gap in previous research.

Purpose of the study

This study aimed at investigating how thriving at work moderates the relationship between organizational support and work engagement among primary school teachers in Njeru Municipality.

Specific objectives

1. To assess the relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality
2. To examine the relationship between organizational support and thriving at work among teachers of Primary Schools in Njeru Municipality
3. To assess the relationship between thriving at work and work engagement among teachers of Primary Schools in Njeru Municipality
4. To examine the moderating effect of thriving at work on the relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality

Hypotheses

1. Organizational support significantly influences work engagement among teachers of Primary Schools in Njeru Municipality
2. Organizational support significantly influences Thriving at work among teachers of Primary Schools in Njeru Municipality

3. Thriving at work significantly moderates work engagement among teachers of Primary Schools in Njeru Municipality
4. Thriving at work significantly moderates the relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality

Scope

This will cover the content scope, geographical scope and time scope of the study

Content Scope

Based on “Kahn's (1990) work engagement theory”, this study looked at “the elements of thriving at work, work engagement, and organizational support”. Its particular objective was to examine “the connections that exist between thriving at work and job engagement, as well as between work engagement and organizational support”. The study examined the “moderating role that thriving at work plays in the relationship between job engagement and organizational support”.

Geographical Scope

The research took place in the “Central Region of Uganda”, namely in the Buikwe District of the Njeru Municipality. This particular area was chosen due to the many challenges faced by elementary teachers for instance poor working conditions, poor pay etc. at the municipality's government schools (Hout et al., 2022). The district capital of Buikwe is located 38 kilometers (24 miles) northeast of Njeru, which is approximately 7.5 kilometers (5 miles) west of the center of Jinja (Google, 2021). Across the River Nile, at coordinates 0°25'52.0"N and 33°08'52.0"E, is the Jinja neighborhood of Njeru (Google, 2021).

Time Scope

One year from now, in November 2022–November 2023, the research will be conducted. Selecting a study subject, writing a proposal, obtaining and evaluating data, and generating reports are all covered in this. For the sake of literature review, the study will limit its scope to the years 2015–2022, as this is when most recent advances that bolster the topic's theoretical and empirical debates have been published.

Significance of the Study

This study importance is traced in terms of the academic community, policy makers, and participants.

Academic World

The study's findings may aid in the creation of new information in academia by addressing points of contention surrounding the subject and completing knowledge gaps in the corpus of existing knowledge.

Furthermore, research findings may add to a body of knowledge that will be helpful to later researchers by indicating areas for additional investigation. This might be accomplished by doing a review of the literature, which would enable upcoming researchers to identify any knowledge gaps that require methodological, theoretical, contextual, or geographic research to be addressed. Future researchers may choose a study subject by consulting the recommended topics for further research in the report's recommendations, in addition to utilizing the report as a reference.

Policy Makers

This research study may help Ministry of Education and Public Service policy makers determine the best strategies to support teachers in prospering and giving the best results. The

study's conclusions, which provide a more thorough and trustworthy understanding of the dynamics surrounding organizational support, thriving at work, and how these aspects affect primary school teachers' job engagement, may also be helpful to school administrators.

Participants

The study's findings could have an impact on the participants especially the academics. The findings of the paper, which focus on how organizational support influences teachers' levels of engagement and capacity to succeed at work, will be beneficial to the teachers included in this study.

Conceptual Framework

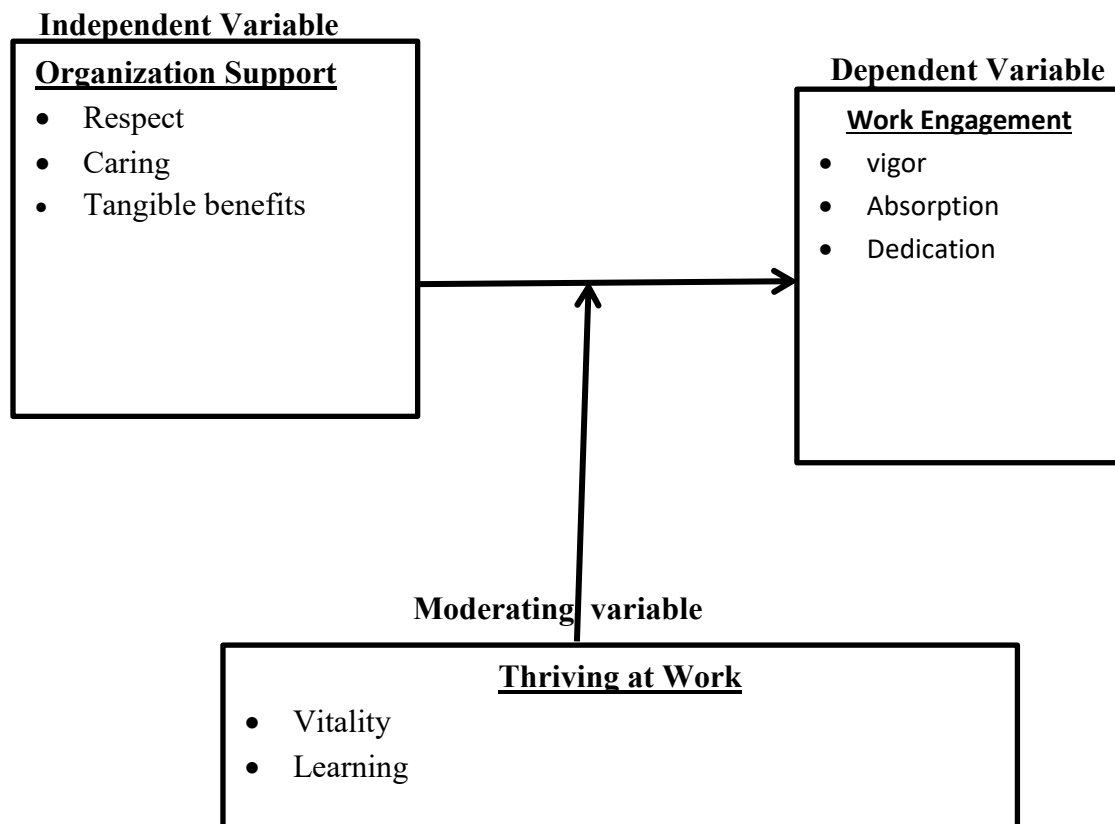


Figure 1. 1: Conceptual Framework

The “conceptual framework” in Figure 1.1 explains “the relationships between the independent variable (organizational support), the dependent variable (work engagement), and the moderating variable (thriving at work)”. This paradigm looks into how organizational support systems could create a “work environment that promotes engagement, well-being, and personal development in addition to enhancing employee performance”.

There are linkages between work engagement, flourishing at work, and organizational support, according to the “conceptual framework”. First, the vitality, devotion, and absorption of primary school teachers in Njeru Municipality suggests that organizational support elements like financial benefits, respect, and care have a “significant impact” on workers' professional engagement.

Moreover, the idea argues that the same organizational support elements have a favorable effect on these instructors' capacity to flourish at work. Research also indicates that “job satisfaction has a favorable effect on occupational participation in terms of learning and vitality”. Lastly, the framework suggests that “the relationship between job engagement and organizational support among Njeru Municipality primary school teachers is highly affected by learning and vitality, two components of thriving at work”.

Employee accomplishment is believed to be encouraged in a supportive work environment. Employers who offer resources, chances for growth, acknowledgment, and a happy workplace may encourage and motivate staff members to develop. This feeling of thriving is expected to boost employees' dedication to their employment and work settings. Furthermore, there exist additional avenues via which organizational assistance directly influences workers' sense of engagement, including the dissemination of resources, provision of emotional support,

and recognition. Employee engagement levels rise because motivated individuals are more likely to be outgoing, loyal, and fully invested in their job.

Engagement is the first step to excelling at work. Employee engagement is increased overall when workers feel more fulfilled and engaged to their work, which is a result of experiencing vitality and continual learning. Their heightened sense of fulfillment motivates them to tackle their work with more fervor, commitment, and concentration. The conceptual framework ends with a dynamic interaction showing how organizational support creates a thriving environment that raises employee engagement. For workers to be more engaged and effective workforce to be realized, this theory highlights the need for organizational activities that prioritize workers' overall growth and well-being over their immediate job performance.

Summary

All businesses want their workers to feel supported so they may flourish at work and show higher levels of energy, enthusiasm, and absorption at work. This also holds true for the primary school teachers in Njeru. The government and other pertinent parties have implemented policies and programs that help primary teachers at government schools thrive at work and get involved in order to make this a reality. However, most of these teachers don't appear to be becoming more engaged, according to studies. The purpose of this study is to ascertain how these teachers' job engagement, flourishing at work, and organizational support are related to each other. This will be accomplished by testing the established hypotheses using Kahn's (1990) Work Engagement Theory as a guide.

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter provides a theoretical evaluation of relevant research in order to analyze the “relationships between job engagement, thriving at work, and perceived organizational support”. The particular goals defined in the first chapter were the basis for this inquiry.

Theoretical review

This study will employ two theoretical models to ascertain how job engagement and flourishing at work are impacted by perceived organizational support. Thus, the organizational support theory and “Kahn's (1990) engagement notion will serve as the foundation for this investigation”.

The organization support theory

The theory asserts that Workers are more driven to contribute to the success of their company when they feel that it provides significant support (Rhoades & Eisenberger, 2002). According to this idea, in addition to individual incentives, an organization's level of value and concern for its workers affects positive employee attitudes (Eisenberger et al., 2020; Levinson, 1965).

According to the “Organizational Support Theory”, employees' perceptions of and respect for their employers' opinions influence how they feel about organizational support (Alcover et al., 2018). The logic goes that in return for their employer's benevolence, workers must help the company (Deschênes, 2023). Moreover, according to Prasanthi and Geevarghese (2021), these viewpoints assist staff members in attending to their socio-emotional needs and incorporating their association with the company into their own identities. As an illustration of

their dedication and strong sense of commitment, a primary school teacher could be quite proud of their affiliation with the teaching service.

According to the “Organizational Support Theory”, employees perform better when they believe their employer is making an effort to help them. Maan et al. (2020) claim that this mindset improves extra-role performance like lending a hand to coworkers as well as in-role performance like hitting pre-established goals.

However, this strategy focuses exclusively on people's perceptions of organizational support, ignoring the connection between job engagement and happiness at work and organizational support. Kahn's three dimensions of employee engagement, which provide a more thorough knowledge of how these components interact, can be used to close this gap.

The three dimensions of employee engagement proposed by Kahn

Workers expend varying degrees of mental, physical, and emotional energy at work, and their contributions affect how they see themselves and how well they do (Drigas & Papoutsis, 2020). Kahn distinguished three main elements of employee engagement including; “cognitive, emotional, and physical” (Ozyilmaz, 2020). Meeting the physical, psychological, and emotional requirements" of primary school teachers may greatly boost their sense of support, which in turn motivates them to perform at their highest level.

Physical effort is the total amount of mental and physical energy that workers put into a task. Kahn observed that when employees were fully focused on their task, they typically reported feeling very engaged and motivated (Houle et al., 2022). He discovered a correlation between strong self-esteem and the ability to exert a sizable amount of mental and physical effort at work (Akingbola et al., 2022). Therefore, in order for a primary teacher to thrive and perceive

their government or school as helpful, they need a lot of material and psychological support, as well as possibilities for professional advancement, fair salary, and enough resources at work.

To be cognitively engaged, workers must understand the objectives and strategies of their employer as well as the performance requirements required to properly engage in the program (Chanana, 2021). Devoted employees often find that increasing their knowledge enhances their ability to make decisions and stimulates their creativity.

Emotional engagement is a result of the emotional connection workers have with their company, claim Abarantyne et al. (2019). Employers need to provide workers a sense of belonging if they want to see an increase in trust and employee engagement. A sense of safety and trust, according to Kahn, is influenced by actions that promote positive interpersonal interactions, encouraging management approaches, and productive group dynamics. Kahn's (1990) theory of work engagement offers a thorough and persuasive framework for understanding the connections between teachers' job engagement, their ability to thrive at work, and their feeling of organizational support.

Empirical Review

The Relationship between perceived organization support and work engagement

The concept of engagement has received widespread recognition in academic literature (Hameduddin & Lee, 2021; Jin & McDonald, 2017). According to Kahn (1990), involvement is the extent to which people commit their time, effort, and physical selves to carrying out their responsibilities (p. 694). According to Fletcher et al. (2020), research that follows Kahn's paradigm has reportedly examined the factors that both promote and inhibit employee engagement as well as how these factors impact overall employee engagement. It is consented that “individual employee engagement is often associated with a strong feeling of civic duty and

an instinctive motivation to serve the public good” (Boyd & Nowell, 2020; Vinarski Peretz, 2020).

Studies have repeatedly demonstrated how certain work characteristics may impact employee engagement. For instance, managerial support (Jin & McDonald, 2017) and learning and development opportunities (Bakker & Bal, 2010) are seen as important factors that lead to increased engagement. These results demonstrate that organizational environment resources and support which extend beyond personal encounters have “a significant impact on worker engagement” thus making team leaders and supervisors very essential. According to study by Ancarani et al. (2021), motivating leadership ideologies are particularly helpful for increasing worker engagement.

However, a number of research (Boumans et al., 2015; Kiefer et al., 2015) look at the effects of external variables, such as austerity measures, budget cuts, and innovation programs, on employee engagement. According to the previously cited studies, organizational and economic factors have the potential to significantly impact employee engagement by either supporting or impeding workers' feeling of purpose and connection to their line of work.

However, several research (Boumans et al., 2015; Kiefer et al., 2015) examine how external factors, such as budget cuts, austerity measures, and innovation projects, affect employee engagement. These studies suggest that “organizational and financial variables may be significant determinants of employees' work satisfaction and engagement”.

Although extensive research has been conducted, there is still a considerable deal of disagreement over the definition, quantification, and understanding of employee engagement as well as its causes and impacts. Moreover, the various results of interaction tactics in various cultural contexts further worsen this diversity.

As a result, a comprehensive worldwide overview of studies on employee engagement is lacking. In order to solve this problem, the present analysis looks at scholarly articles from databases such as EBSCO and DOAJ in order to compile data and offer insights about the applicability of engagement tactics across cultural barriers.

Men (2015) defines engagement as having a favorable perception of the company and its principles. This hypothesis states that motivated workers actively collaborate with peers to enhance organizational performance and have a thorough awareness of the business environment (Ologbo & Sofian, 2013). Men (2015) also lists a number of other critical characteristics that have an impact on worker performance, including as vigor, vitality, absorption, participation, effectiveness, vigor, dedication, excitement, and a good attitude.

Shantz, Alfes, Truss, and Soane (2013) say that liveliness, dedication, and absorption are indicators of a sound mental state among engaged workers. This kind of thinking promotes more attendance at work and decreases absenteeism and error rates. In a similar vein, Gichohi (2014) notes that happier employees performed better cognitively. Engagement and happiness are frequently linked. This enhanced capacity for cognition strengthens the relationship between productivity and engagement by enhancing attention and absorption in work-related tasks (Shantz et al., 2013). Generally speaking, engaged workers exhibit behavioral and psychological characteristics that boost their productivity and sense of fulfillment at work.

Perceived organizational support (POS), according to Inam (2021), is the belief that “workers will get psychological resources to assist them in reaching their performance and socioeconomic objectives” (Rhoades & Eisenberger, 2002).

This concept is based on social exchange theory, which looks at the mutually advantageous social connections between employers and workers. These interactions make workers feel more obliged (Bierstedt & Blau, 1964; Cropanzano & Mitchell, 2005).

Hatrup and Jackson (1996) state that the person-situational approach, or POS, significantly affects work engagement, “which in turn has an impact on more general organizational behaviors”. Sulea et al. (2012) claim that high percentage of sales (POS) levels especially enhance work engagement, which increases positive organizational citizenship behaviors and decreases negative ones. This shows that POS not only creates a nice work atmosphere but also enhances worker performance and business commitment.

Studies on perceived organizational support (POS) reveal that employees with greater levels of workplace engagement and devotion are those that feel appreciated and supported by their company (Caesens & Stinglhamber, 2014). POS has a major influence on a variety of workplace outcomes, including increased employee performance, lower absenteeism and attrition rates, and others (Lamm et al., 2015; Wang & Wang, 2020). This impact results from workers' expectations that their employer would take care of their socio-emotional needs (Imran et al., 2020). Our findings highlight how important perceived support is in creating a secure and productive work environment, as employees who feel good about their support are more likely to engage actively and stay in their roles.

Employers may enhance worker performance by utilizing a range of strategies to capitalize on employees' skills (Van Woerkom et al., 2016). This means aligning skill sets of workers with occupations, helping each person grow via coaching and training, and identifying each person's unique capabilities through assessments and feedback.

Additionally, teams that possess complementary skill sets tend to be more successful and productive overall (van Woerkom & Meyers, 2015; Linley & Harrington, 2006).

Because it gives workers the tools and support, they require to succeed, perceived organizational support, or POS, is crucial to fostering a happy work environment (van Woerkom et al., 2016a, b; Bakker & van Woerkom, 2018). Social exchange theory states that workers who get this kind of support may feel obligated to repay the favor by putting in greater effort and dedication at work (Blau, 1964). This “win-win relationship illustrates how employees who believe their manager genuinely cares about their professional growth are more inclined to take on full responsibility and help the company as a whole”.

In the workplace, employers and employees have a reciprocal relationship in which both sides want to gain from collaboration (Agarwal, 2014; Blau, 1964). In this transaction, there are two primary parties involved: the supplier delivers the benefits, and the receiver receives advantages in the form of cash or socio-emotional incentives from the provider, such as respect, acceptance, or acknowledgment (Agarwal, 2014; Konstantinou & Fincham, 2011). The provider offers these benefits, and the recipient might choose to accept or reject them (Konstantinou & Fincham, 2011).

If the offer is accepted, the receiver believes they have a moral obligation to repay the kindness. According to "Blau (1964), Gouldner (1960), Lavelle et al. (2007), and Raineri et al. (2016)," proponents of the social exchange theory, social transactions need reciprocity, obligation, and mutual relationships. This theoretical framework highlights the importance of these reciprocal linkages in forming the dynamics between employers and workers.

Employees often go above and beyond what is required of them as a way of saying thank you for the support they receive from their company (Imran et al., 2020; Organ, 1988).

They put in a lot of overtime and exhibit behaviors outside their position. This behavior is explained by the social exchange hypothetical assertion that “when employees feel valued and cared for by their employer, they are motivated to reciprocate by engaging more fully and giving their all at work” (Imran et al., 2020). Moreover, it is asserted that “workers are more likely to be engaged at work if they believe their company provides adequate support, according to the organizational support principle” (Tan et al., 2019; Mustika et al., 2020).

Work engagement closely associates with perceived organizational support (POS) as indicated by organizational behavior and HRM research, particularly in African countries (Dedit & Nikmah, 2020). POS is a reliable measure of how much employees feel their employer values and respects their labor. Conversely, vigor, resolve, and absorption are characteristics of a positive and fulfilling work-related mood called work engagement. Understanding how POS influences work engagement is crucial to raising “employee productivity, job satisfaction, and organizational commitment” especially in the diverse and dynamic African workplace (Alshaabani et al., 2021). This relationship illustrates how important organizational assistance is to developing a successful and driven workforce, which raises the organization's performance as a whole.

When staff members view their organization as supportive, their level of engagement are significantly impacted by the variety of African cultures (Jehanzeb, 2020). Employees may appreciate help more from superiors and other hierarchical figures than from peers when there is a significant power imbalance. Employees in such circumstances are probably more dependent on their current job and, as a result, are more grateful for the assistance that their company offers (Alshaabani et al., 2021). To effectively manage employee engagement, it is important to comprehend these cultural and economic factors.

African countries often have less distinct lines between personal and professional lives than do Western countries (Pinquart & Wahl, 2021). Improvements in workers' social status and general well-being as a consequence of corporate assistance may have an influence on employee engagement both directly and indirectly. Businesses might put policies and processes in place that promote a supportive culture in order to strengthen the link between work engagement and perceived organizational support. Crucial components encompass fair remuneration, avenues for professional development, recognition of employees' achievements, and programs that foster a salubrious work-life equilibrium (Jehanzeb, 2020). Employers who emphasize these areas—which show how work and personal life are often intertwined in African contexts—may observe a rise in employee engagement and satisfaction.

In African firms, paternalistic leadership is a common style that may significantly impact workers' perceptions of corporate support. Perceived protective and caring leaders have the ability to enhance employees' sense of support, which can raise employees' levels of engagement at work (Akanji, 2020).

Employees that have a strong sense of support from the organization are usually more involved, diligent, and enthusiastic about their work. The aforementioned link underscores the importance of organizational strategies intended to enhance staff members' sentiments of support, such as recognizing achievements, offering constructive feedback, and fostering a happy work environment (Soomro et al., 2020). However, due to social, cultural, and economic variables, the character and depth of this link may vary greatly throughout African nations. This variation emphasizes the necessity of customized strategies that take these various contextual factors into account when creating plans to improve employee engagement and organizational support.

The relationship between work engagement and thriving at work

Highly engaged workers often exhibit flourishing, suggesting that their engagement fosters a sense of thriving (Abid et al., 2018; van der Walt, 2018). According to Bakker et al. (2011), job engagement and flourishing have many similarities despite their apparent differences. Energy is present in both ideas in the form of vigor and liveliness. However, flourishing is defined by a greater emphasis on learning, whereas work engagement also includes traits like dedication and absorption. Despite their similarities, this overlap illustrates the distinct roles that flourishing and work engagement play in an employee's overall experience and professional development.

Flourishing and work engagement may not be the same thing, depending on how resources are used and managed inside the organization. The availability and production of resources affect an employee's ability to use them and believe that their work is assisting in their personal development (Spreitzer et al., 2005). The sum of these characteristics determines an employee's level of participation at work. However, productive employees are motivated to take on challenging tasks and responsibilities. In general, highly motivated individuals work harder and take longer to complete tasks and reach their objectives (Imran et al., 2020; Spreitzer et al., 2004). Their ability to acquire and apply new knowledge and skills is enhanced by this motivation, which enables them to perform effectively in a range of

Fostering a learning environment that promotes continuous improvement is necessary to sustain employee engagement (Guan & Frenkel, 2021). People who are doing well at work report feeling that their employer is supportive of their objectives and results.

According to Imran et al. (2020), this assistance aids workers in coping with the pressure, stress, and anxiety that come with difficult circumstances. Support from the organization keeps employees engaged and improves their general performance and well-being.

It has been argued that "job engagement" is characterized by high levels of energy, commitment, and absorption coupled with a pleasant and happy mental state (Schaufeli et al., 2002). A strong emotional and dynamic connection exists between motivated and energetic employees and their work, according to Bakker et al (2008). Job involvement, according to Kleine et al. (2019), ensures ongoing access to resources and goal-oriented activities, which fosters learning opportunities. Thus, the breadth and effectiveness of employees' education are influenced by the degree to which they engage in work-related activities. Though there are conceptual parallels between thriving and work engagement, Imran et al. (2020) point out that they are two independent notions. This comparison demonstrates that despite certain similarities, each contributes differently to the overall outcomes and employee experience.

Vigor and vitality are examples of the energy component of both flourishing and engaged employment. Still, flourishing concentrates on a certain learning facet, whereas job engagement also involves other elements like absorption and devotion. The distribution and application of resources inside a company may have a big influence on both employee happiness and company performance. job engagement is measured by how actively workers use the tools that are available to them and how they see the advantages of their job for their own personal growth. According to Kleine et al. (2019), this frame of view is strongly related to resource accessibility and efficient use. Thus, while vitality and energy are the foundation of both conceptions, how resources are used and managed at work determines the particular elements and outcomes of each notion.

The results of Abid et al. (2019), who discovered that these workers show a great interest in their job, are thought to indicate that employees who are prospering have a better level of devotion to their employment. Successful employees are especially driven to take on difficult tasks and responsibilities. More energy promotes persistence, which makes it easier for people to take on jobs and accomplish personal goals. Employees who participate in ongoing education also acquire new abilities and information that they may confidently use in a variety of situations. As they mature, so does their ability to do their duties more effectively and correctly.

According to Demerouti et al. (2001), fostering a learning environment can help sustain employee engagement by leveraging a sizable pool of long-term resources. Happy workers are more inclined to approach their work with passion and zeal. Their focus on result prediction and their capacity to handle stress and withstand pressure from trying circumstances are the main causes of this involvement. Effective workers make the most of these resources in order to strengthen their dedication to their jobs and further their own personal development. According to Imran et al. (2020), putting this method into practice improves their personal and professional well-being.

According to Abid et al. (2018), flourishing includes elements of learning and vitality and positively impacts a number of positive human and professional outcomes. This is supported by research in the theoretical and empirical fields. According to Jiang (2017), these advantages include more career freedom, creative work habits, positive voice patterns, improved overall health, and improved job performance. Furthermore, thriving improves life happiness (Zhai, Wang, & Weadon, 2017), job satisfaction (Abid, Khan, & Hong, 2016), subjective well-being (Basinska, 2017), and emotional organizational commitment (Walumbwa et al., 2017). It also makes ties between friends, family, and the community stronger (Spreitzer et al., 2012).

Reductions in stress, burnout, and propensity to leave the company have all been associated with successful workplaces (Porath et al., 2012; Abidin, Zahra, & Ahmed, 2015). Because they are more involved in their job, people who are thriving gain from both emotional (vitality) and cognitive (learning) resources. Therefore, in this study, job engagement is seen as a result of flourishing. Work engagement is the term used to describe positive mental states associated with work, such as vitality, dedication, and absorption (Schaufeli, Bakker, & Salanova, 2006). It is becoming increasingly recognized in organizational behavior and positive organizational research (Macey, Schneider, Barbera, & Young, 2009).

Vigorous people have an upbeat, resilient mindset and a never-ending quest for solutions when faced with obstacles at work. Motivation, pride, happiness, and a strong resolve to overcome challenges at work are all examples of dedication. When employees get deeply engaged in their job and find it difficult to quit it, they are said to be engrossed. These three components vigor, devotion, and absorption cover the psychological, physical, and cognitive aspects of job engagement, according to Geldenhuys, Laba, and Venter (2014).

Theoretically, thriving and job engagement are comparable, especially in that they emphasize the importance of energy also called vitality or vigor, respectively in the workplace (Bakker, Schaufeli, Leiter, & Taris, 2008; Spreitzer, Lam, & Fritz, 2010). Nonetheless, the emphasis on resource development and usage sets these approaches apart. While flourishing evaluates how much people believe their job is promoting personal growth, it is dependent on the production and availability of resources, whereas work engagement assesses how actively employees use their own resources at work (Kahn, 1990).

Vitality, according to Ryan and Bernstein (2004), is a state of mind and body that motivates people to live active, fulfilling lives. It entails facing life head-on with bravery, zeal,

power, and vitality. People with strong vitality are known for their unwavering dedication, perseverance, and aggressive pursuit of their objectives. On the other hand, employees that are actively learning are those who consistently absorb new information and skillfully apply it to a variety of scenarios, improving their capabilities and productivity (Carver, 1998).

As per the Job Demands and Resources (JD-R) model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001), an environment that prioritizes learning and is rich in knowledge can contribute to the maintenance of employee engagement. Hakanen, Perhoniemi, & Toppinen-Tanner (2008) and Halbesleben, Harvey, & Bolino (2009) both discuss how successful workers use their substantial reservoir of long-term assets to manage expectations and reduce stress, concern, and anxiety from difficult conditions. Difficult assignments provide a boost for successful workers (Carver, 1998). Furthermore, prosocial conduct is expected to create a positive social atmosphere that promotes collaboration and knowledge exchange (Schaufeli, 2012). According to Springeitzer et al. (2005), information is often acquired through interactive processes rather than in isolation, making this kind of sharing essential for acquiring new skills and knowledge.

The connection between job engagement and prospering at work in African nations is receiving more attention from experts in organizational behavior and human resource management (Patience et al., 2020). Work engagement is a feeling of vitality, enthusiasm, and absorption that is connected to one's job and is a pleasant, gratifying experience. But for workers to thrive at work where they feel motivated and constantly advance learning and energy are equally essential (Basinska & Rozkwitalska, 2022).

The numerous social and cultural elements that affect employee attitudes and actions make this connection much more fascinating when considering African nations.

African countries' economy are frequently growing at varying rates. Changes in the well-being and engagement of employees may transpire, contingent upon the state of the economy. A more stable economy and a sense of security in one's job will boost employee engagement and well-being. Nonetheless, worries about job stability might negatively affect these experiences in erratic economies (Patience et al., 2020).

African nations may have a diverse range of cultural customs, and these customs can have a big impact on workplace attitudes and actions. In individualistic and collectivist cultures, for instance, where group objectives take precedence over individual ones, there may be notable differences in terms of job engagement and satisfying experiences (Garrido-Ruso & Aibar-Guzmán, 2022). Establishing an environment where employees feel engaged and well-cared for requires acknowledging and valuing these cultural variations.

Furthermore, the productivity and engagement of African enterprises' workforces is significantly impacted by the leadership and management styles of these workforces (Taghavi & Segalla, 2023). Leaders who use inclusive, helpful, and strong techniques may increase work engagement and foster flourishing. In this situation, shrewd comments, professional growth opportunities, and fostering a positive work atmosphere are all examples of effective leadership strategies. These procedures help to provide a happy and stimulating work environment that fosters employees' development and contentment.

African laborers often face specific socioeconomic obstacles that impact their work experiences, including restricted access to education and training, health problems, and inadequate infrastructure (Munyeka & Munzhedzi, 2022).

Businesses may greatly improve employee engagement and well-being by proactively addressing these issues and providing chances for training and development, health and wellness initiatives, and flexible work arrangements (Taghavi & Segalla, 2023).

Studies conducted inside African work environments indicate that elevating work engagement yields several benefits, including better job performance, fewer plans for employee attrition, and more contented employees. Resilient, inventive, and flexible workers are more likely to possess the skills needed to successfully navigate the quickly changing global economy (Garrido-Ruso & Aibar-Guzmán, 2022).

Notwithstanding the corpus of current information, there is a great deal of need for future research into the ways in which particular circumstances impact the involvement and thriving of work in African contexts. Organizations may create more effective HR strategies that take cultural differences into account and promote good work outcomes by having a greater understanding of these dynamics (Taghavi & Segalla, 2023).

The relationship between perceived organization support and thriving at work

According to Kleine et al. (2019), perceived organizational support (POS) is the extent to which employees feel their company appreciates and recognizes their efforts (Eisenberger, Huntington, Hutchison, & Sowa, 1986). According to Rhodes and Eisenberger (2002), elevated points of sale (POS) are linked to lower strain indicators, such as burnout and weariness, and higher worker satisfaction. This implies that POS promotes a sense of aliveness among employees. High organizational support personnel often have a sense of duty to repay the favor by making greater contributions to the company's success (Lynch, & Rhoades, 2001).

If workers feel appreciated by their employer, they are more likely to be motivated to pick up new skills, advance in their positions, and contribute to the success of the business.

Empirical studies substantiate this assertion by demonstrating a robust association between an employee's assessment of their employer's support and their job performance (Abid, Zahra, & Ahmed, 2015; Riaz, Xu, & Hussain, 2018). Mutual respect-based relationships require trust since it requires one partner to be willing to rely on the other's behavior. When workers believe their efforts are recognized, they are more inclined to engage in professional development and continuing education to support the goals of the company.

Research indicates that there is a favorable correlation between prospering and feeling supported at work (Abid, Zahra, & Ahmed, 2015; Riaz, Xu, & Hussain, 2018). Terry and colleagues (2000) claim that a person has to want to be receptive to other people's actions in a respectful environment in order to feel vital. Studies show a favorable correlation between trust in superiors and coworkers and success at work (Jaiswal & Dhar, 2017; Koçak, 2016).

According to the social science discourse on the socially integrated paradigm of productive work, there are some work environments that enable people to actively define their duties and exercise discretion in decision-making while fostering a polite and trustworthy culture. By providing employees with more access to task resources, these settings encourage behaviors that increase performance at work (Spreitzer et al., 2005; Niessen et al., 2012; Prem et al., 2017). The primary emphasis of this study is how workers perceive the level of proactive assistance they receive from their employer in recognizing and applying their abilities in the workplace (Keenan & Mostert, 2013). Workplace encouragement, according to Petrou et al. (2012), promotes agentic behaviors that allow staff members to actively look for resources, take

Because of the significance and meaning they attach to their job, employees are likely to believe that their employment has worth (Rosso et al., 2010).

According to socially embedded theories, workers are more inclined to participate in job creation and get meaning from their work when they feel that their employers are actively supporting them in using their strengths, which enhances their wellbeing. This perspective holds that interactions between people and external factors are necessary to promote thriving at work (Spreitzer et al., 2005; Walumbwa et al., 2018; Kleine et al., 2019).

Studies explore the potential interactions between particular CSE characteristics and POSSU that might impact the aforementioned mediating mechanism. According to Judge et al. (2003), CSE specifically refers to a personality trait that focuses on how people view their own competence, aptitude, and self-worth. It is an essential personal resource for workers to become more proficient and motivated to progress in their jobs (Bipp et al., 2019; Kim and Beehr, 2020).

Employees with low Core Self-Evaluations (CSE) need organizational help to compensate for their poor personal resources, which are needed to fulfill work requirements and foster company success. Figure 1 illustrates how these components were included into a model of moderated mediation. The links between the mediator (meaning and job crafting), outcome variable (thriving at work), moderator (CSE), and perceived organizational support (POSSU) are described in this model. Employee perceptions of their employer's appreciation of their efforts and care for their welfare are reflected in their perceived organizational support (Eisenberger et al., 1986; Keenan & Mostert, 2013). In the next part, we provide five ideas based on these relationships.

Formal strength-based performance reviews, in which managers and colleagues provide feedback on how well an individual uses their strengths, are necessary to help employees recognize and capitalize on their strengths at work (Linley & Harrington, 2006; Bouskila-Yam & Kluger, 2011; Aguinis et al., 2012).

These characteristics include certain tendencies, aptitudes, and skills that, when applied well, motivate individuals to take on new challenges and give them their best (Wood et al., 2011; van Woerkom & Meyers, 2015; Abid et al., 2015).

Employers who support their employees in making greater use of their strengths can do so in a number of ways, such as by identifying these strengths through assessments and feedback, nurturing them through coaching and training, and putting them to use for task distribution and teamwork (Linley & Harrington, 2006; van Woerkom et al., 2016a, c; van Woerkom & Meyers, 2015). Perceived organizational support (POS), a novel and practical employment resource, fosters an environment where employees may thrive (van Woerkom et al., 2016a, b; Bakker & van Woerkom, 2018). Failing can initiate a motivational process that lowers burnout, boosts energy and engagement, and encourages productivity, according to studies (Meyers et al., 2019; Dubreuil et al., 2014; Linley & Harrington, 2006). Furthermore, thriving encourages a growth mindset that promotes learning, advancement in general, and personal development.

The relationship between thriving at work and perceived organizational support (POS) in African countries is receiving increasing attention in organizational behavior and human resource management research, similar to other areas (Imran et al., 2020). It is necessary to have a solid understanding of the distinct social, cultural, and organizational dynamics of Africa in order to examine this relationship in that context.

Employee attitudes and organizational activities are significantly influenced by the many cultures present in African nations (Zhai et al., 2020). For example, the Ubuntu concept, which promotes empathy for one another and common goals, is upheld in many African civilizations. The effect of POS on employee well-being may be more apparent in particular cultural contexts.

This is done in an effort to maximize the benefits that supportive organizational policies have on employees' general engagement and well-being. The cultural norms of community and reciprocal caring are strongly correlated with beneficial organizational practices.

Due to their economic challenges, certain African countries would need more organizational assistance and job security than economies with more stable economies (Imran et al., 2020). In these situations, employees' appreciation of Perceived Organizational Support (POS) may significantly increase its impact on their sense of flourishing. There is a substantial correlation between this higher POS value and employee concerns about their financial stability and prospects for professional advancement (Chang & Busser, 2020).

There may exist a wide range of organizational support forms and levels across the many African nations and industries. If businesses concentrate on learning chances, offer comprehensive training, and implement fair management techniques, they should see a strong and positive correlation between POS and prospering (Rego et al., 2021). Employees who work in these supportive environments often show higher levels of engagement, job satisfaction, and overall wellbeing.

The moderating effect of thriving at work on the relationship between perceived organization support and work engagement.

Empirical studies have demonstrated that flourishing may start a motivational process that lowers burnout and raises vitality and engagement (Meyers et al., 2019; Dubreuil et al., 2014; Linley & Harrington, 2006). Moreover, flourishing promotes growth, education, and mental health (Guan & Frenkel, 2021). Based on the available data, it appears that Perceived Organizational Support (POS) fosters employee flourishing, which includes motivation and learning at work.

A person who possesses both enthusiasm and curiosity is most suited for success in the workplace, according to Spreitzer et al. (2005). When workers are content, they view the policies and guidelines of their organization as inherently inspiring and beneficial to their own development. This result is consistent with other emotional experience studies (Nix, Ryan, Manly, & Deci, 1999), which emphasizes the vital role that encouraging and exciting work settings have in fostering flourishing. According to this theory, POS enhances learning and energy, both of which are beneficial to employees' wellbeing.

Learning and vitality are two aspects of flourishing at work that are related, according to Spreitzer et al. (2005). Workers who experience vitality a positive psychological state feel as though they are actually "alive" and have ample energy. This measure reflects a greater level of zeal and dedication to one's line of work. Vibrantness is contagious and has potential societal consequences in addition to being a personal experience. Individuals that are extremely driven and passionate about what they do have the power to uplift and motivate people around them.

The second element is learning, or the process through which employees feel they are acquiring and applying critical skills and information. This element highlights the significance of continuous improvement on a personal and professional level. Learning helps employees expand their skill sets and adapt to shifting demands at work, which makes it essential for achieving growth goals. According to Spreitzer et al., the coexistence of learning and vitality at work is an indication of flourishing (2005). A person cannot thrive without this dual-state phenomena, which blends the benefits of knowledge with the energy and exhilaration of passion. When these factors are present, workers are more likely to consistently demonstrate engagement and performance as they improve overall well-being and make work easier.

Furthermore, people with high levels of vitality and energy may see a fall in these areas if they do not have access to possibilities for personal growth and advancement. This raises a possible concern with using vitality alone as a gauge of wellbeing: if an individual is incapable of evolving and changing, their initial vigor may eventually fade. The theory behind thriving is closely linked to ideas like "flow (Csikszentmihalyi, 1990), resilience (Carver, 1998; Masten & Reed, 2002; Sutcliffe & Vogus, 2003), flourishing (Keyes & Haidt, 2003), subjective well-being (Diener, Suh, Lucas, & Smith, 1999), self-actualization (Maslow, 1998), and flourishing." Though these endeavors have different theoretical foundations, they haven't been completely divorced from thriving in real research yet.

In the end, the argument for defining flourishing as a distinct and important notion will need to be strengthened by empirical research demonstrating the term's discriminant validity. Positive advancements have occurred recently in this sector. One significant advancement in the subject is the invention of a specific thriving assessment scale by Porath, Spreitzer, Gibson, and Garnett (2012). By using this scale, assessments and comparisons may be made with more accuracy, leading to a deeper understanding of the unique contributions of thriving and its differences from other dimensions.

Research by Porath et al. (2012) shows that thriving occurs in a range of groups. They defined flourishing as a two-dimensional idea that combines learning and vitality. For their analysis, the scientists used a newly developed thriving assessment instrument that has shown effective in predicting a range of organizational and personal outcomes. Successful working settings have been associated with improved physical health, less stress and burnout, and increased self-development (Paterson, Luthans, & Jueng, 2014; Milošević, Bass, & Paterson,

2013). 2012 Porath and associates. Moreover, thriving is associated with higher degrees of creativity and originality (Carmeli & Spreitzer, 2012).

Research by Porath et al. (2012) shows that thriving occurs in a range of groups. They defined flourishing as a two-dimensional idea that combines learning and vitality. For their analysis, the scientists used a newly developed thriving assessment instrument that has shown effective in predicting a range of organizational and personal outcomes.

Successful working settings have been associated with improved physical health, less stress and burnout, and increased self-development (Paterson, Luthans, & Jueng, 2014; Milošević, Bass, & Paterson, 2013). 2012 Porath and associates. Moreover, thriving is associated with higher degrees of creativity and originality (Carmeli & Spreitzer, 2012). These results emphasize the importance of thriving as a predictor of several favorable outcomes as well as the numerous advantages of flourishing. The empirical findings of these studies lend support to the idea that thriving at work is a subject deserving of further investigation. It highlights the need for more research into the ways that thriving influences people's performance by illuminating the range of good consequences that the concept may lead to.

Agentic workers actively acquire a variety of resources, including psychological capital, positive emotional capital, meaningful employment, and relationships. Thus, this resource production reinforces their sense of well-being. Therefore, thriving has a substantial influence on growth, health, and performance (Boyd, 2014). The aforementioned causal link emphasizes how important it is for work settings to be supportive in order to improve employee well-being, which in turn affects individual and organizational performance.

Long-term organizational success and psychologically sound personal development depend on achieving professional success (Goh et al., 2022).

Spreitzer et al. (2005) state that learning and vitality are essential elements of thriving in the workplace. They defined thriving at work as "the psychological condition in which individuals experience both a sense of vitality and a sense of learning at work" (p. 538). For workers to truly succeed, high levels of both are necessary (Porath et al., 2012; Spreitzer et al., 2005).

Compared to other definitions of well-being, such job contentment, which could imply a more static position, failure at work offers a dynamic feeling of advancement and movement. This unique feature is associated with improved developmental outcomes and health (Kleine et al., 2019; Spreitzer et al., 2012). Since the landmark study by Spreitzer et al. (2005), the topic of thriving at work has garnered the attention of scholars and practitioners. For example, a recent meta-analysis by Kleine et al. (2019) demonstrated that, in addition to underlying good affect and work engagement, lively work environments had a significant influence on outcomes including task performance, job satisfaction, subjective health, and burnout.

The concept of thriving has been swiftly adopted by businesses into their daily operations. For example, with the implementation of the Thrive@Hilton program, Hilton rose from position 27 to the top of the Fortune 100 Best Companies to Work For ranking in 2017 (Lambrano, 2020). Professionals in business and government are interested in creating thriving workplaces, as evidenced by larger studies (Mercer, 2017), industry gatherings (Virgin Pulse, 2019), and partnerships with academic institutions (The Centre for Positive Organizations at the University of Michigan), among other initiatives. This strategy is further supported by the Self-Determination Theory (SDT; Deci & Ryan, 2000), which emphasizes the role that psychological needs and intrinsic motivation play in fostering a healthy environment.

The Socially Embedded Model of Thriving (SEMT), a comprehensive paradigm that explains how individuals flourish in work environments that encourage agentic behaviors, was created by Spreitzer et al. (2005). These are the model's two key precepts. Its fundamental tenet is that employees should be viewed as vital members of their social work contexts, such as teams and work units, rather than as separate entities from the social work environments in which they function. In effective work settings that respect, appreciate, and foster trust in an individual's ability to make decisions, agentic behaviors are promoted. Prosperity is ultimately the result of these acts.

Second, the SEMT claims that thriving may become an independent activity with the aid of positive spirals. This suggests that focused task engagement, exploration, and attentive interaction are examples of agentic behaviors that supply resources and yield positive outcomes that feed back into the cycle and promote additional agentic activity. People are driven to circumstances that support their thriving by a cyclical cycle of positive meaning, emotion, and relational resources. As such, it encourages more agentic behavior.

The SEMT readily integrates layers because of its core concepts of embeddedness and spirals of positive reinforcement. But the absence of a comprehensive analysis or empirical research to back up these claims has occasionally hampered the advancement of our knowledge on workplace flourishing. While there have been some recent developments in this field (Niessen et al., 2012; Walumbwa et al., 2018), most research done today emphasizes individual variability over the multilevel problems that are intrinsic to the SEMT. The methodology seeks to expose more extensive, systemic flaws, although this concentration on individual components frequently masks them.

According to Chen et al. (2004), there is a parallel increase in research that uses several levels of analysis and empirical methods that aren't always theory-driven. To investigate the thriving of groups, for instance, several studies aggregated individual ratings of thriving under the presumption of isomorphism (i.e., that the construct is similar functionally or structurally across levels) in the lack of adequate theoretical validation and justification for thriving as a multilevel construct (Bliese et al., 2007). Despite focusing on the individual and explaining why people thrive in various ways, the SEMT is unable to explain variances at the team level.

Although the notion of flourishing has been acknowledged as important in scientific research, a more thorough theoretical explanation is required to further our understanding (Locke & Golden-Biddle, 1997). We recommend using an integrated multilevel evaluation to address these methodological and substantive concerns related to flourishing in the workplace. Through the provision of new insights and enhanced conceptual knowledge, this review will assess, aggregate, and enhance the corpus of existing research.

One of the most important aspects of thriving is the dynamic relationship between flourishing and agentic activity; people are driven to seek out environments that promote thriving, and thriving in turn encourages greater agentic conduct (Torraco, 2016). Our primary objective is to offer a comprehensive, multifaceted, and philosophically grounded knowledge of workplace flourishing. Kozlowski and Klein (2000) state that this paradigm will broaden our theoretical understanding and provide a solid foundation for next work on operationalization and idea validation. By addressing these theoretical voids, we hope to enhance the notion of flourishing and its application in organizational research and practice.

According to Moore et al. (2022), successful individuals are characterized by their never-ending curiosity about new opportunities for growth and learning as well as their dissatisfaction with the status quo. This point of view highlights how important it is for companies to create an environment that supports employee success. Spreitzer and colleagues (2005) identify a variety of social-structural enablers, often referred to as "unit contextual enablers," that support workers' welfare. Several of these facilitators include a climate of mutual respect and trust, abundant information sharing, and skillful decision-making. When these conditions are satisfied, workers are more likely to behave agentically, feel empowered, and eventually advance in their roles.

Furthermore, research indicates that opportunities for career advancement and the adept use of one's own skills are essential for success (Mahomed & Rothmann, 2019). This suggests that in addition to providing a supportive work environment, employers should ensure that employees have several chances to grow and may capitalize on their special talents in order to foster thriving.

It is common knowledge that a worker's positive attitudes, output, and general well-being are positively impacted by their capacity to flourish at work (Ren et al., 2022). For example, "the joint experience of vitality and learning, which communicates a sense of progress or forward movement in one's self-development" (p. 538) as described by Spreitzer et al. (2005). Numerous meta-analyses, like the one carried out by Kleine et al. (2019), have confirmed the applicability of this strategy. According to Spreitzer et al. (2005), human advancement is relational and thriving is "deeply rooted in social structures" (p. 539).

The socially embedded nature of thriving suggests a close relationship between human growth and interactions within social systems.

As individuals engage and adapt in their social settings, these link dynamics help people grow personally (Carmeli & Spreitzer, 2009; Maurer et al., 2003; Porath et al., 2012). According to this viewpoint, social and organizational elements work together to minimize the occurrence of people flourishing at work, with organizational and social aspects playing a significant role in fostering such an atmosphere.

Perceived organization support on engagement and thriving at work

The capacity of a worker to flourish at work is acknowledged as a highly desirable condition that significantly affects attitudes, performance results, and health (Ren et al., 2022). For example, "the joint experience of vitality and learning, which communicates a sense of progress or forward movement in one's self-development" (p. 538), as stated by Spreitzer et al. (2005). The applicability of this concept has been confirmed by recent meta-analyses, including those carried out by Kleine et al. (2019). Spreitzer et al. (2005) highlight the relational nature of human growth, emphasizing that flourishing is "deeply rooted in social structures" (p. 539).

The fact that flourishing is socially entrenched implies a tight connection between social system interactions and human development. These connection dynamics support people's personal development as they interact and change in their social environments (Carmeli & Spreitzer, 2009; Maurer et al., 2003; Porath et al., 2012). This perspective holds that organizational and social factors play a major part in creating a work environment where employees may flourish, and that personal and social factors combine to lessen this phenomenon.

As per Rahman et al. (2020), the concept of perceived organizational assistance (POS) gauges the way in which workers perceive the different kinds of help they receive from their place of employment.

Increased POS levels are favorably correlated with performance, emotional and normative commitment from employees, and employee duties (Aube et al., 2007; Eisenberger et al., 2001; Rhoades & Eisenberger, 2002). Higher worker participation and service provider engagement are often the results of this increased devotion.

Rich et al. (2010) found a favorable correlation between POS and work engagement. Saks (2006) expounded on this concept by showing how POS enhances work engagement and organizational empowerment. In spite of these findings, not much research has been done on the connection between POS and worker engagement. This study examines and evaluates Saks' (2006) claim that POS and employee engagement are related in an effort to close a research gap on this significant link.

Eisenberger et al. (1986) developed the term "perceived organizational support" (POS) to characterize how staff members see an organization's attempts to improve their well-being. Empirical studies have demonstrated a strong correlation between point-of-sale (POS) systems and workers' affective reactions, including their job satisfaction and pleasure (Kurtessis et al., 2017; Rhoades & Eisenberger, 2002). These affective states have a major impact on employees' subjective well-being, which includes their emotional responses, contentment with numerous life domains (including work satisfaction), and overall life satisfaction (Diener et al., 1999).

Furthermore, as per Lent (2004), organizational support fosters the development of favorable interpersonal interactions and learning prospects, which are two further facets of personal growth that are important to psychological well-being. Companies may improve the well-being of their staff members by creating an atmosphere that supports growth on all fronts personal and professional and the forging of strong bonds with one another.

The research conducted by Knox and Marin-Cadavid (2022) indicates that supervisor support has a major influence on staff engagement. They contend that encouraging and helpful management philosophies are especially successful in raising employee engagement levels inside the company. To establish an atmosphere that encourages involvement, effective management and leadership are required (Ancarani et al., 2021). Research looks at the connection between employee engagement and external influences and internal organizational difficulties. For example, research has examined the effects of budget cuts, innovation projects, and austerity measures on levels of involvement (Boumans et al., 2015; Kiefer et al., 2015). The general level of engagement and work satisfaction of employees is significantly impacted by these external influences.

Employees functioning in high support situations are more likely to have a thorough and honest understanding of both others' and their own points of view. Children may recognize organizational cues and react correctly in this nurturing environment, which promotes cognitive growth. Research indicates that learning activities and the caliber of connections formed at work are positively correlated (Carmeli, Brueller, & Dutton, 2009). We contend that there is a strong relationship between the vitality element of doing well at work and this kind of workplace assistance. Positive interpersonal relationships are very motivating for workers in today's work environments, where collaborative teams and groups are typical (Paterson, Luthans, & Jeung, 2014).

Strong relationships with coworkers generate perceptions of competence, autonomy, and community, all of which are essential components of thriving in the workplace (Atwater & Carmeli, 2009). These supportive interactions create an atmosphere where employees are more engaged and driven at work.

Workplace support and flourishing at work are positively correlated, according to empirical studies (Atwater & Carmeli, 2009; Carmeli et al., 2009; Carmeliet al., 2009; Paterson et al., 2014).

Furthermore, although they have certain similarities, engagement and flourishing are two different concepts. While flourishing includes both vitality and learning, engagement gauges an employee's zeal and enthusiasm in their work (Spreitzer et al., 2014). Moloney et al. (2020) highlight the complex interrelationship between these two concepts by highlighting the possibility of success without complete commitment or engagement, but not flourish.

According to Kleine et al. (2019), vitality is a crucial resource for successfully handling occupational demands, which promotes workers' improved resilience and mental health. The majority of nurses, however, only show mediocre levels of energy, suggesting room for development. Psychological demands including relatedness, autonomy, competence, and connection are inextricably linked to vitality (Spreitzer et al., 2014). Therefore, one of the most important strategies for increasing work happiness and retention is to encourage nurse involvement. According to Sprinkler et al. (2014), leaders who foster an atmosphere of respect for one another, emotional support, and common goals within their team are more likely to increase their colleagues' feeling of value and, as a result, their well-being at work.

Intentionally using debriefing forums and collegial networks can improve nurse support and are essential for developing more resilient teams (George, 2016; Pabico, 2015; McDonald et al., 2016). For behaviors to be addressed and business culture to change in a way that promotes meaningful work, which allows flourishing, a leader's relationship with their team must be reciprocal (Kleine et al., 2019). It is well acknowledged that advancement in one's work, prosperity, and nursing are positively correlated (Abid, 2016).

The learning aspect of flourishing, in particular, emphasizes the advantages of nurses consistently learning new information. Relentless learners are more capable of handling unpredictable circumstances and the demands of the job.

Summary and research gap

A review of the relevant literature finds a wealth of research on the three components of job engagement, organizational support, and thriving at work. However, most empirical research on work engagement and organizational support focuses on non-educational areas including tourism and leisure and the health sector. Moreover, the wealth of current research on organizational support and thriving at work draws attention to information gaps regarding the environment of primary teachers. Fewer studies have examined these relationships within the context of Uganda, and it has been shown that there is a geographical gap in the scarcity of these study in Uganda. Most of the material that is now published typically focuses on other parts of the world rather than Uganda. This prompts the researcher to conduct the current study in an attempt to ascertain the connections between the job engagement, thriving at work, and organizational supports of primary school teachers in Njeru.

CHAPTER THREE: METHODOLOGY

Introduction

The methodology in this chapter covers the following topics: research design; target population; sample size; data collecting instruments and methods; measurement; validity and reliability; data management; data analysis; interpretation and presentation; and ethical considerations and study limitations.

Research Approach and Design

A research strategy is an assortment of techniques for obtaining, assessing, and interpreting data (Pandey & Pandey, 2021). Although there are three different sorts of research approaches qualitative, mixed methods, and quantitative this study will be based on a quantitative research strategy. The quantitative approach was used since it provides objective data for a bigger sample and takes less time, given that the study was to be completed once over a short period of time (Creswell & Creswell, 2017). A quantitative research approach supports methods that deal objectively with statistical analyses and logical connections (Mohajan, 2020).

A research design is, in theory, a strategy for addressing the study problem with empirical data (Asenahabi 2019). This study employed a correlational research design to investigate the relationship between variables without enabling the researcher to change or modify any of them (Seeram, 2019). Correlational research was helpful for formulating hypotheses and predicting social events because it simplifies complex relationships that are observed in real life. The relationships between flourishing at work, organizational support, and job engagement were examined in this study.

Target population

The study's target group consisted of the elementary teachers at the 45 government schools in the Buikwe neighborhood of Njeru Municipality. The district's education department reported that there were 280 primary teachers on this list (Human Resource personnel list 2022). Given that this was quantitative research, each was investigated in great detail.

Sample Size

The initial sample was 248 respondents however, 246 completed well the questionnaires from primary schools in Njeru Municipality, which was aimed at providing a comprehensive understanding of the relationships between organizational support, job engagement, and thriving at work among primary school teachers. However, for a moderation model, the sample size may be considered inadequate. Scholarly sources suggest that for regression analysis involving moderation, a larger sample is generally recommended to ensure sufficient statistical power. For example, Frazier et al. (2004) recommend a sample size of at least 200 respondents for models with multiple predictors and moderators to achieve reliable results. Similarly, Aiken and West (1991) suggest that sample sizes smaller than 150-200 may lead to instability in estimating moderation effects. Therefore, while the sample size of 248 respondents is sufficient for descriptive analyses, it may be marginally underpowered for a robust moderation analysis, and future studies could benefit from a larger sample to enhance the validity of the findings.

Sampling Technique

The selection of research subjects was done by census sampling. A census entails collecting data from every member of the population, whereas sampling is the process of selecting a subset of individuals from a community to represent the total population (Skinner, 2018).

Since census data includes information from the whole population, it is more accurate and trustworthy than sample data. All primary teachers at Njeru's government schools who were available for study were included in order to guarantee that the data in this case were completely represented.

Inclusion and Exclusion Criteria

The inclusion criteria for this study involved all primary school teachers employed at the 45 government schools in Njeru Municipality, as reported by the district's education department, which listed 280 primary teachers in total. Teachers who were available and willing to participate in the study were included, ensuring that every member of the population was considered. The study utilized census sampling, meaning data was gathered from all available primary teachers, with a final sample size of 248 respondents. However, the exclusion criteria involved the non-inclusion of teachers from private schools or teachers who were unavailable or unwilling to participate, limiting the scope of the study to only government primary schools in the Njeru Municipality. As such, the findings may not be generalizable to private schools or to teachers outside the designated schools in the district.

Data Collection Method

The protocol for the survey was followed. A questionnaire is a tool used to ask respondents a series of questions or items about their experiences, opinions, and beliefs on the research's subject matter, according to Boparai et al. (2018). To collect data from the subjects, the researcher used a systematic questionnaire. (2020, Ryan and others). The responses were from self-administered questionnaires with pre-programmed and closed-ended questions. The researcher developed a research questionnaire in order to document every aspect of the investigation.

Measurement

The purpose of the questionnaire's statements was to investigate the topics under consideration. Respondents were asked to rank the degree to which they agreed or disagreed with each other in the questionnaire. On a six-point Likert scale, 1 denoted strong disagreement and 6 strong agreements, respondents were asked to rate their answers. According to Nunnally, J. C. (1978) Cronbach's alpha reliability is acceptable level of $\alpha = 0.7$ and above.

Organizational support was assessed using the following constructs: autonomy, observable benefits, respect, and caring. These were taken from the 1986 publication by Eisenberger et al. Eisenberger et al. (1986) reported that the scale's coefficient alpha values, which varied from 0.74 to 0.95, demonstrated viability and dependability.

Work engagement was measured with reference to Schaufeli's 2003 works using the Utrecht job Engagement Scale (UWES), which was developed to take into consideration the three dimensions of work engagement: vigor, dedication, and absorption. Schaufeli (2003) reported that the range of the Cronbach alpha was 0.88 to 0.95.

The arrangement of Works by Na-Nan et al. 2020, thriving at Work: The measurement concept and validity were established by measuring the two aspects of flourishing at work: learning and vitality. The Cronbach alpha was 0.95 (Na-Nan et al. 2020).

Data Management, Processing and Analysis

Data management and processing

Data management and processing is the process of collecting data and transforming it into meaningful information (Breunig, 2020). The process started as soon as the respondents filled out, sent, and returned the questionnaires. After being collected, sorted, cleaned, and organized, the completed questionnaires were checked for mistakes and omissions.

After that, data was inputted and coded to address privacy issues. Statistical software for the social sciences was used to modify and evaluate the data once it had been further cleansed.

Data Analysis

Both descriptive and inferential statistics were used to analyze the data. Graphs, means, and frequency counts were acquired for descriptive statistics.

While hypothesis 1, 2, and 3 (which state that perceived organization support does not significantly influence work engagement, 2. work engagement does not positively influence thriving at work, and 3. perceived organization support does not significantly impact thriving at work) were analyzed using inferential statistics using the Pearson's correlation was used to measure strength and direction of a linear relationship between two continuous variables to determine the influence, or effect size thriving in the workplace,

However, since multiple regression analysis is the most effective method for examining the relationship between three or more variables, it was used to analyze hypothesis 4, which claims that Thriving at Work does not significantly moderate the relationship between perceived organization support and work engagement.

Ethical Considerations

Before the questionnaire was distributed, a letter of credence from Kyambogo University's psychology department was used as identification in the field. The researcher followed all additional guidelines listed in Kyambogo University's research handbook, as well as basic ethical principles such as protecting intellectual property and copyright, getting informed consent, recruiting respondents voluntarily, ensuring respondents' anonymity, and not revealing names.

CHAPTER FOUR:PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

Introduction

This chapter provides the study and interpretation of the relationship between work engagement, organizational support, and flourishing at work in primary schools located in Njeru Municipality. The research assessed the associations between organizational support and work engagement, thriving at work and work engagement, and the moderating effect of thriving at work on the associations between organizational support and work engagement among primary school teachers using 246 teachers.

Demographic Characteristics of the Respondents

The respondents' personal information that was thought to be important for understanding the findings is included in this part. This data is displayed in Table 4.1.

Table 4. 1 : Demographic Information of Respondents

		n	%
Gender	Male	113	45.6
	Female	135	54.4
Marital status			
	Single	57	23.0
	Married	191	77.0
Age Category			
	20-29	82	33.1
	30-39	100	40.3
	40-49	42	16.9
	50-59	24	9.7
Education			
	Certificate	55	22.2
	Ordinary Diploma	127	51.2
	Bachelor's Degree	31	12.5
	Postgraduate diploma	35	14.1
Years of Service			
	1-2 years	13	5.2
	3-4 years	70	28.2
	5-6 years	33	13.3
	7-10 years	60	24.2
	>10 years	72	29.0

Gender of respondents

The gender of the responders was disclosed. Table 1's data indicate that 45.6% of them were men and 54.4% of them were women. As a result, the data given reflected the views of both sexes.

Marital status of respondents

Table 4.1 reveals that the majority of people (77.0%) were married, while 23.3% were single. As a result, the respondents possessed the requisite life experience to offer trustworthy information on the topics under investigation.

Age Category of respondents

Table 4.1's data reveals that the bulk of respondents (40.3%) were between the ages of 30 and 39, followed by 33.1% with 20 to 29 years old and 16.9% with 40 to 49 years old. This suggests that the participants were old enough to comprehend the topics under investigation and to express honest opinions.

Academic Attainment of respondents

The respondents disclosed their level of schooling as well. According to Table 1's data, the majority (51.2%) had completed their diploma program, followed by 22.2% with certificate programs and 14.1% with postgraduate diploma programs. As a result, the majority of respondents had reasonable education qualifications to be able to examine problems and come up with reliable answers.

Work Tenure

Table 1's data about the number of years they had worked as instructors reveals that the majority (29.0%) had done so for more than ten years, followed by 28.2% for three to four years and 24.2% for seven to ten years. The respondents could give accurate information about the difficulties since they had worked in the teaching profession long enough to have a solid awareness of it and their workplace.

Relationship between Demographics, Organizational Support, Thriving at Work and Work Engagement

The researcher then examined the association between Demographics, Organizational Support, Thriving and Work Engagement using Pearson correlation. The findings are summarized in Table 4.2.

Table 4. 2: Correlation Matrix for Demographics, Organizational Support, Thriving and Work Engagement

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1-Work Engagement	1												
2-Organizational support	.62**	1											
3-Thriving at work	.54**	.50**	1										
4-Respect	.53**	.93**	.36**	1									
5-Care	.47**	.80**	.34**	.62**	1								
6-Benefits	.31**	.20**	.46**	.08	-.22**	1							
7-Vigour	.60**	.21**	.42**	.058	.18**	.32**	1						
8-Dedication	.68**	.61**	.30**	.68**	.40**	.03	.08	1					
9-Absorption	.88**	.55**	.45**	.45**	.42**	.280**	.29**	.49**	1				
10-Vitality	.50**	.50**	.87**	.35**	.36**	.43**	.46**	.28**	.35**	1			
11-Learning	.41**	.34**	.82**	.25**	.20**	.34**	.23**	.21**	.41**	.43**	1		
12-Age	-.05	.25**	.07	.30**	.17**	-.08	-.30**	.05	.09	-.03	.16*	1	
13-Year of service	-.13*	-.14*	-.03	-.13*	-.18**	.08	-.10	-.07	-.09	-.08	.06	.62*	1

Key; $p < .01^{**}$, $p < .05^{*}$

Table 4.6 presents the results, which indicate that respect ($r = .53$, $p < 0.01$) and organizational support ($r = .62$, $p < 0.01$) had a stronger and positive correlation with job engagement than care ($r = .47$, $p < 0.01$) and benefits ($r = .31$, $p < 0.01$). Engagement and Vitality ($r = .50$, $p < 0.01$) contributed more to the association than Learning ($r = .41$, $p < 0.01$) in relation to Thriving at Work. It was also favorably and moderately connected with work engagement ($r = .54$, $p < 0.01$). Positive correlations were also found between flourishing at work and organizational support ($r = .50$, $p < 0.01$), with benefits contributing more to the connection ($r = .46$, $p < 0.01$) than respect ($r = .36$, $p < 0.01$) and caring ($r = .34$, $p < 0.01$). Only Years of service ($r = -.13$, $p < 0.01$) showed a significant relationship with job engagement in terms of demographics.

Organizational support, Thriving at work and Work Engagement Among Primary School Teachers

The factors were found to occur in primary schools using descriptive statistics. The results are shown in the section below.

Work Engagement Among Primary School Teachers

The dependent variable, job engagement, was assessed as the degree to which workers worked with vigor, dedication, and absorption. 17 questions were used to test the variable, and elements with a mean answer of ≥ 3.5 indicated that respondents thought they were sufficiently engaged in their job. Table 4.2 provides a summary of the results.

Table 4. 3: Work Engagement Among Primary School Teachers*Mean response, SD and ratings on Work Engagement*

Aspects	Mean	SD	Rating
At my work, I feel bursting with energy	5.81	.39	SA
At my job, I feel strong and vigorous	5.80	.40	SA
When I get up in the morning, I feel like going to work	5.50	.81	SA
I can continue working for a very long periods at a time	4.88	1.21	MA
At my job, I am very resilient mentally	4.87	1.12	MA
At my work, I always persevere, even when things do not go well	5.59	.71	SA
I find the work that I do full of meaning and purpose	5.93	.26	SA
I am enthusiastic about my job	5.81	.42	SA
My job inspires me	5.86	.35	SA
I am proud of the work that I do	5.48	1.16	SA
To me, my job is challenging	5.06	1.65	MA
Time flies when I am working	5.55	.90	SA
When I am working, I forget everything else around me	5.34	.97	MA
I feel happy when I am working intensely	5.61	.75	SA
I am immersed in my work most of the time	5.71	.72	SA
I get carried away when I am working	4.62	1.78	MA
It is difficult to detach myself from my job	5.71	.60	SA
Overall Score	5.49	.37	SA

Source: Primary data from the field (2024)

Key: 1= Strongly Disagree (SD), 2= Moderately Disagree (MD), 3= Slightly Disagree (SD), 4= Slightly agree (SA), 5= Moderately agree (MA), 6= Strongly agree (SA)

According to Table 4.3, most respondents (mean = 5.49, SD =.37) strongly agreed that they possessed the requisite work engagement. They firmly agreed that they feel powerful and at

work (mean=5.81, SD=.39) and that they are bursting with energy (mean=5.80, SD=.40). They feel like going to work when they get up in the morning (mean=5.50, SD=.81). They consistently continue at work, even in the face of setbacks (mean=5.59, SD=.71); they find meaning and purpose in their work (mean=5.93, SD=.26); they are passionate about their work (mean=5.81, SD=.42); and their work inspires them (mean=5.86, SD=.35).

Additionally, respondents (mean=5.48, SD=1.16) strongly agreed that they are proud of the work they accomplish. When they are working, they feel joyful (mean=5.61, SD=.75), time flies (mean=5.55, SD=.90), are mostly absorbed in their work (mean=5.71, SD=1.53), and find it difficult to step away from their work (mean=5.71, SD=.60).

The respondents, however, only somewhat agreed that they could work for extended periods of time at a time (mean=4.88, SD=1.21). They also said that their jobs are challenging (mean=5.06, SD=1.65), that they are very resilient mentally at work (mean=4.87, SD=1.12), and that they get carried away and forget everything else when working (mean=4.62, SD=1.78). In general, respondents showed less dedication and greater vigor and absorption.

The researcher then examined the distribution of results on Work Engagement using the normal curve. The findings are shown in figure 4.1.

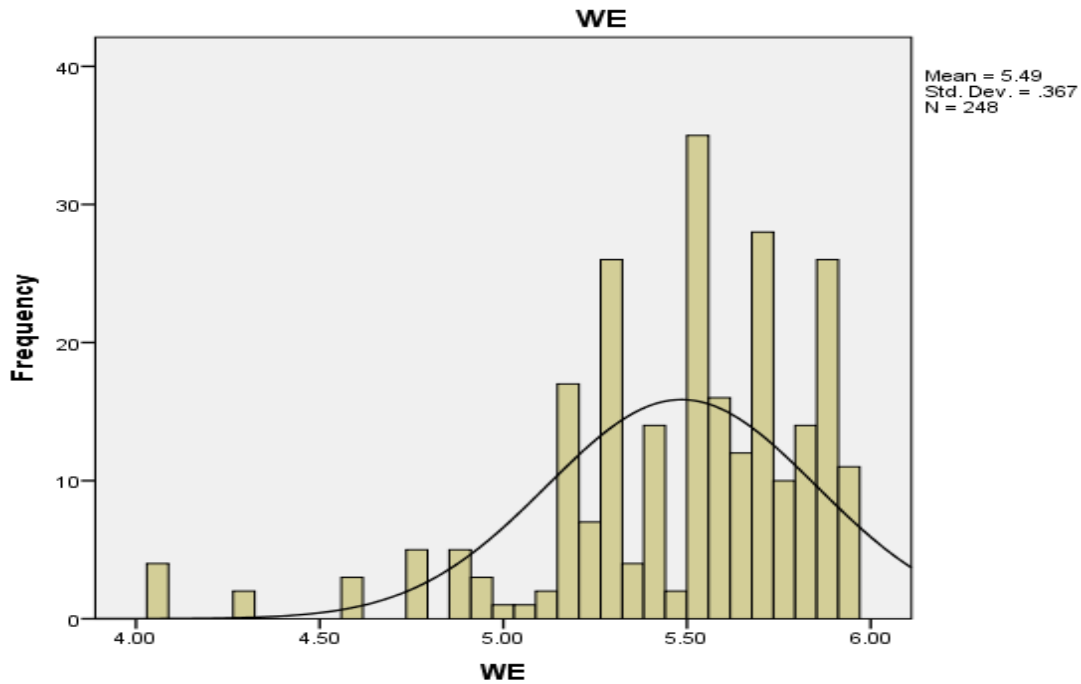


Figure 4.1:Histogram for Work Engagement

Figure 4.1's curve further demonstrates that the Work Engagement data was normally distributed and that inferential analysis may yield the right conclusions.

Organizational support Received by Primary school Teachers

The Separate Variable Employees' perception of their level of respect, care, and concrete advantages was used to quantify organizational support. A total of 17 items were used, and components with mean response ≥ 3.5 were interpreted as being closer to agreement on the Likert scale, indicating that respondents felt they had adequate resilience. Table 4.3 provides a summary of the results.

Table 4. 4: Organizational support Received by Primary school Teachers*Mean response, SD and ratings on Organizational support*

Aspects	Mean	SD	Rating
The organization values my contribution to its well-being	5.30	1.30	MA
If the organization could hire someone to replace me at a lower salary it would do so	5.19	1.82	MA
The organization fails to appreciate any extra effort from me	4.51	2.11	MA
The organization strongly considers my goals and values	5.14	1.49	MA
The organization would ignore any complaint from me	5.66	1.17	SA
The organization disregards my best interests when it makes decisions that affect me	4.58	2.20	MA
Help is available from the organization when I have a problem	5.58	.59	SA
The organization really cares about my well-being	5.69	.46	SA
The organization is willing to extend itself in order to help me perform my job to the best of my ability	4.64	2.12	MA
Even if I did the best job possible, the organization would fail to notice	4.54	2.03	MA
The organization is willing to help me when I need a special favor	5.45	.80	SA
The organization cares about my general satisfaction at work	4.99	1.82	MA
If given the opportunity, the organization would take advantage of me	5.22	1.78	MA
The organization shows very little concern for me	2.57	2.08	SD
The organization cares about my opinions	5.66	.64	SA
The organization takes pride in my accomplishments at work	5.81	.46	SA
The organization tries to make my job as interesting as possible	5.85	.36	SA
Overall Score	5.08	.71	MA

Source: Primary data from the field (2024)

Key: 1= Strongly Disagree (SD), 2= Moderately Disagree (MD), 3= Slightly Disagree (SD), 4= Slightly agree (SA), 5= Moderately agree (MA), 6= Strongly agree (SA)

Table 4.4's findings indicate that respondents' opinions on their level of organizational support were moderately agreed upon (mean = 5.08, SD =.71). They somewhat agreed that the organization values their contribution to its well-being (mean=5.30, SD=.1.30); that it would hire

a substitute at a lower salary if it could (mean=5.19, SD=1.82); that it does not value any additional effort from them (mean=4.51, SD=2.11); that it strongly takes into account their goals and values (mean=5.14, SD=1.49); that it disregards their best interests when making decisions that impact them (mean=4.58, SD=2.20); and that the organization is willing to invest in order to enable them to perform their jobs as best they can (mean=4.64, SD=2.12).

Additionally, respondents somewhat agreed that, even if they performed to the best of their abilities, the company would not notice (mean=4.54, SD=2.03), that the company is concerned with their overall job satisfaction (mean=4.99, SD=1.82), and that, if given the chance, the company would take advantage of them (mean=5.22, SD=1.78).

The respondents, however, overwhelmingly agreed that the organization is there to support them in times of need (mean=5.58, SD=.59), that it genuinely cares about their well-being (mean=5.69, SD=.46), that it is willing to assist when a special favor is needed (mean=5.45, SD=.80), that it takes pride in their accomplishments at work (mean=5.85, SD=.36), and that it makes an effort to make their work as interesting as possible (mean=5.81, SD=.46). The results show that respondents' workplaces provided them with greater attention and material advantages than they did with respect.

The researcher then examined the distribution of results on Organisational support. The distribution of data was run to establish its normality of data, the findings are shown in Figure 4.2.

Histogram for Organizational support

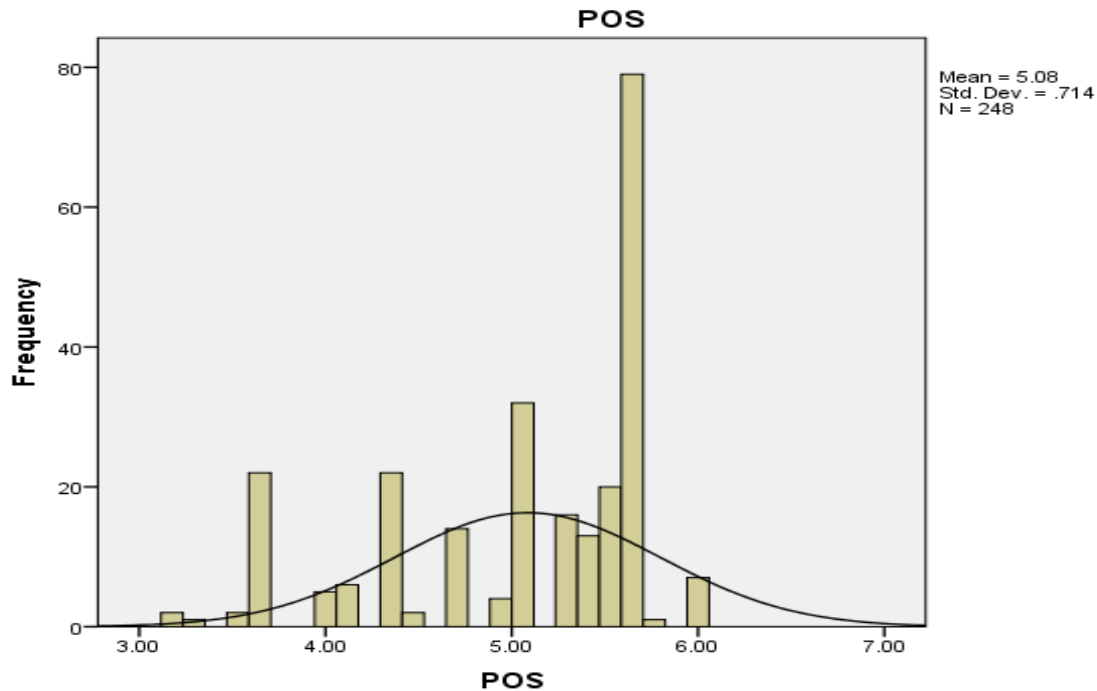


Figure 4.2:Histogram for Organizational support

The curve in Figure 4.2 also confirms that data on Organisational support was normally distributed and suitable results could be obtained when subjected to inferential analysis.

Thriving at work Among primary School Teachers

The capacity of employees to have vitality and a willingness to learn was evaluated as the moderating variable, flourishing at work. Twelve questions were used to test the variable, and elements with a mean answer of ≥ 3.5 were interpreted as suggesting that respondents agreed to have vitality and a willingness to learn since they were closer to agree on the Likert scale. Table 4.4 provides a summary of the results.

Table 4. 5: Thriving at Work Among Primary School Teachers*Mean Response, SD and Ratings on Thriving at Work*

Aspects	Mean	SD	Rating
I feel that my work is vital	5.91	.28	SA
I am ready to put my physical energy to work	5.67	.56	SA
I wait for the next day to work	5.64	.60	SA
I am alert and ready to work	5.70	.73	SA
I feel active when working	5.68	.47	SA
I usually learn things around me	5.83	.41	SA
I am always ready to learn new things	5.89	.33	SA
I like seeking new ways or procedures to develop my self	5.81	.40	SA
I want to develop myself as much as possible	5.83	.41	SA
I want to learn how to solve emerging problems and obstacles	5.95	.23	SA
I want to continuously improve my self	5.93	.30	SA
Overall score	5.81	0.23	SA

Source: Primary data from the field (2024)

Key: 1= Strongly Disagree (SD), 2= Moderately Disagree (MD), 3= Slightly Disagree (SD), 4= Slightly agree (SA), 5= Moderately agree (MA), 6= Strongly agree (SA)

Table 4.5's findings indicate that, on the whole, instructors highly agreed (mean=5.81, SD=.23) that they were vibrant and eager to learn. The participants expressed a significant

consensus about the importance of their job (mean=5.91, SD=2.8), their readiness to work physically (mean=5.67, SD=.56), their desire to work till the following day (mean=5.64, SD=.60), their alertness and readiness to work (mean=5.70, SD=.73), and their sense of activity when working (mean=5.68, SD=.47).

The respondents also overwhelmingly agreed that they usually pick up knowledge from those around them (mean=5.83, SD=.41), are always willing to learn new things (mean=5.89, SD=.33), enjoy discovering new techniques or methods for personal growth (mean=5.81, SD=.40), want to grow as much as they can (mean=5.83, SD=.41), want to learn how to overcome obstacles and new problems (mean=5.95, SD=.23), and want to keep improving themselves (mean=5.93, SD=.30). As a result, the results show that respondents' liveliness and readiness to pick up new skills at work were both strong.

The researcher then examined the overall distribution of results on the on-Thriving at work using the normal curve, the findings are presented in figure 4.3

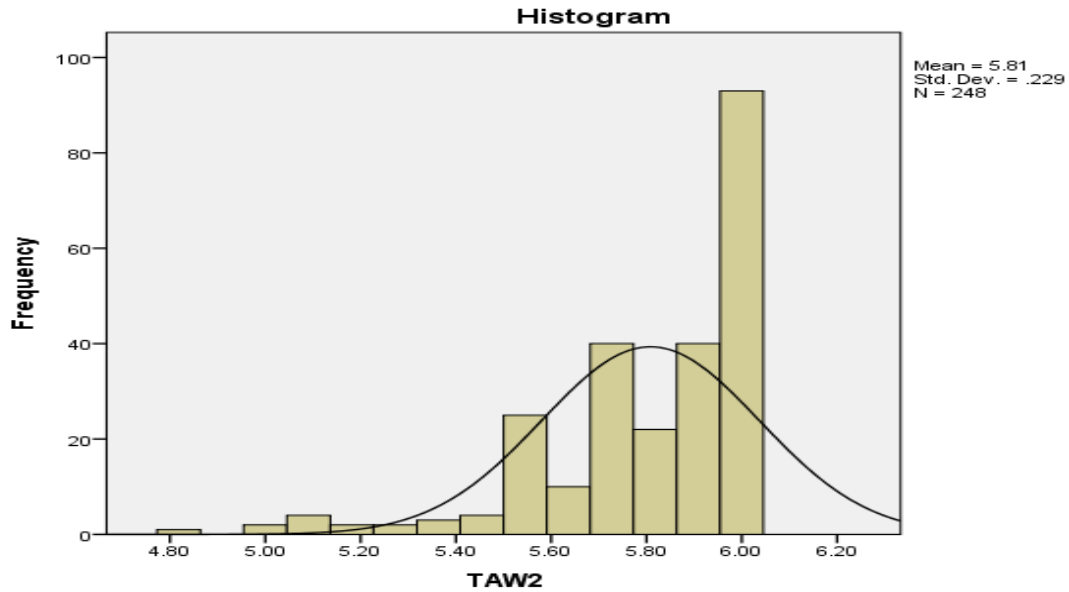


Figure 4.3: Histogram for Thriving at work

The data on Thriving at Work was found to be normally distributed, as indicated by the curve in Figure 4.3, and inferential analysis yielded suitable conclusions.

Next, the researcher looked at variations among demographic groups in the primary study variables. Table 4.5 provides a summary of the results.

Table 4. 6: Level of Engagement, Organizational Support and Thriving at work Across Demographics

Demographic Aspect	Engagement				Organizational Support				Thriving at work			
	M	SD	F	p	M	SD	F	P	M	SD	F	P
Year of service	5.48	.37	5.58	.00	5.08	.71	2.87	.02	5.81	.23	4.4.9	.00
Qualification	5.49	.38	5.04	.00	5.09	.73	57.4	.00	5.78	.21	5.69	.00
Age	5.50	.35	.42	.74	5.21	.53	5.58	.00	5.82	.22	.88	.45

Significant level: **p<.01, *p<.05

Table 4.6's findings showed that there was a substantial variation in employee engagement, organizational support, and flourishing at work depending on the employee's year of service ($F=5.58$, $p=.00$; $F=2.87$, $p=.02$; $F=4.49$, $p=.00$), with those with longer tenure having higher levels of each. Additionally, there was a substantial difference in engagement, flourishing at work, and organizational support across qualification ($F=5.04$, $p=.00$; $F=57.4$, $p=.0$; $F=5.69$, $p=.00$), with higher qualified people possessing more of the elements. Only organizational support showed a significant difference ($F=5.58$, $p=.00$) between age groups, with younger employees possessing more of the component.

Objective one: The relationship between Organizational Support and Work Engagement Among Teachers

The study's primary goal was to evaluate the connection between primary school teachers in Njeru Municipality's job engagement and organizational support. The researcher postulated a strong correlation between primary school teachers' work engagement and organizational support in Njeru Municipality. Teachers' job engagement was positively and strongly correlated with organizational support, according to the Pearson correlation data ($r(246)=r=.62$, $p<0.01$). Thus,

organizational support raises teachers' level of job engagement. The first study hypothesis—that organizational support is highly connected to teachers' job engagement—was maintained because this suggests that organizational support plays a key role in teachers' work engagement.

Objective Two: The Relationship Between Organizational Support and Thriving at Work

Examining the connection between flourishing at work and organizational support among primary school teachers in Njeru Municipality was the study's second goal. The researcher had expected that among primary school teachers in Njeru Municipality, there is a substantial correlation between Thriving at Work and Organizational support. A strong positive and statistically significant link ($r(246) = .50, P < 0.01$) was found between using the Pearson correlation coefficient. This indicates that thriving at work is increased by organizational support. Thus, the second research hypothesis—that there is a substantial relationship between organizational support and teachers' ability to thrive at work—was maintained.

Objective Three: The Relationship Between Thriving at Work and Work Engagement

The study's third goal was to evaluate the connection between primary school teachers in Njeru Municipality's job engagement and their ability to thrive at work. The researcher believed that there was a strong correlation between teachers' work engagement and their ability to thrive at work. Thriving at work and work engagement had a positive and significant link, according to the Pearson correlation coefficient ($r(246) = .54, P < 0.01$). This indicates that teachers' job engagement is increased when they are prospering at work. Thus, the third research hypothesis, which held true, was that there was a substantial correlation between job engagement and Thriving at job.

Objective Four: The Moderating Effect of Thriving at Work on The Relationship Between Organizational Support and Work Engagement

Examining the moderating role of flourishing at work on the association between organizational support and job engagement among primary school teachers in Njeru Municipality was the study's fourth goal. The association between organizational support and job engagement among primary school teachers in Njeru Municipality is considerably moderated, according to the researcher's hypothesis, when it comes to Thriving at job. Moderation analysis was performed to ascertain the moderating effect of Thriving at Work on the link between work engagement and organizational support. The results are shown in Table 4.7.

Table 4. 7: Moderation Estimates of Effect of Thriving at work on the relationship between organizational support and work engagement

Variable /Effect	b	seb	t	95%	ci	P
Constant	6.40	3.01	2.12	.46	12.33	0.03
Organisational Support	-.84	.65	-1.29	-2.12	.44	0.19
Thriving at Work	-.38	.52	-.72	-1.42	.65	0.47
Support * Thriving	.18	.11	1.66	-.03	.41	0.02

The results show a significant interaction effect between Thriving and Organizational Support ($b = .18$, 95% CI $[-0.03, 0.41]$, $t = 1.66$, $p = 0.02$). This suggests that Thriving at Work significantly impacted the relationship between Organizational Support and Work Engagement. The fourth research hypothesis, which states that teachers in Njeru Municipality's primary schools have a stronger association between job engagement and organizational support when they thrive at work, was therefore kept.

Our findings indicate that organizational support has a positive influence on work engagement, but this effect is stronger when employees report higher levels of thriving at work. Thriving at work amplifies the effect of organizational support on work engagement, meaning that employees who are thriving tend to exhibit higher work engagement in response to organizational support than those who are not thriving. This suggests that thriving at work does not directly influence work engagement, but rather, it interacts with organizational support to influence the strength of its effect on work engagement. Therefore, thriving at work is a significant moderator in this relationship. Specifically, thriving at work enhances the positive impact of organizational support on work engagement, highlighting the importance of fostering an environment that supports both organizational initiatives and individual thriving to maximize employee engagement.

CHAPTER FIVE:DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the results, conclusions, and suggestions of the research that looked at the associations between organizational support and thriving at work, thriving at work and work engagement, and the moderating role of thriving at work on these relationships. The study included 248 primary school teachers from Njeru Municipality.

Discussion

Objective One: The relationship between Organizational Support and Work Engagement Among Teachers

Evaluating the relationship between work engagement and organizational support among primary school teachers in Njeru Municipality was the main objective of the study. It was shown that there was a favorable correlation ($r=.62$, $p<0.01$) between teachers' work engagement and organizational support. Consequently, teachers' work engagement is greatly influenced by organizational support, which also increases job engagement. This is consistent with the claim made by Knox and Marin-Cadavid (2022) that teachers become more energized and involved in their teaching professions as a result of developing the fundamental commitment values of respect, care, and facilitation. Consequently, the teachers in Njeru had a "teacher professional identity," as defined by Sun and Bunchapattanasakda (2019), since they were quite content with their role as primary school teachers.

Vinarski Peretz (2020) found that workers who were happy in their positions were more inclined to put their all into their work as teachers and to find it more fulfilling. Most of the time, teachers were able to give their all to their lessons since they were feeling these positive feelings. Boyd and Nowell (2020) assert that primary school teachers' passion, which comes from their

sense of love and respect, allowed them to use their physical, emotional, and psychological resources to complete their work. Their schools' attempts to support students in completing their job effectively cause them to become emotionally and cognitively committed in their professions.

The results largely corroborate the findings of Bakker and van Woerkom (2018), who found that when teaching is fulfilling and enjoyable for the teacher, positive feelings about the profession develop, the teacher's pride increases, and the teacher puts forth more energy, persistence, and effort in completing their tasks. Teachers also show adequate career engagement behaviors; they are more integrated, focused, and linked in their teaching jobs. Should this be the case, Mustika et al. (2020) state that educators will make an effort to use their knowledge, aptitudes, and resources to carry out their teaching responsibilities in an efficient manner.

Their degree of labor engagement may therefore be accurately observed and ascertained. After gratifying and exciting work experiences, there were strong indications from Njeru Primary Schools that the instructors were motivated to give it their all to advance in their teaching roles. The teachers' determination to keep up to date with developments in their profession showed that they were still passionate about and committed to their work. A sense that their work is meaningful and fulfilling is therefore fostered by employee impressions of the organization's admiration for their contributions and care for their wellbeing, which promotes energy, commitment, and absorption in their tasks.

Objective Two: The Relationship Between Organizational Support and Thriving at Work Among Teachers

Regarding the second objective, which was to examine the connection between teachers in Njeru Municipality Primary Schools' organizational support and their ability to thrive at work,

the results showed that there was a positive correlation ($r = .50$, $P < 0.01$) between the two. This shows that instructors' sense of energy and openness to learning are maintained in large part by organizational support. These results are in line with those of Guan and Frenkel (2021), who discovered that employee commitment and the accomplishment of organizational goals may be raised by the support of internal rules and structures.

The results of the study are in line with those of Rego et al. (2021), who found that employees who think their employers try to provide working resources, such as computers, the internet, and modern teaching materials, enable teachers to effectively utilize their skills and abilities. However, as Imran et al. (2020) demonstrate, staff members begin to feel that their profession is less respectable and appealing if they feel that the educational authorities do not offer them much support. This lowers their commitment levels and motivation to succeed in their teaching profession. Furthermore, research revealed that educators thought they received the essential social support from their supervisors and peers.

Chang and Busser (2020) suggest that job engagement is influenced by the social support received from one's immediate supervisor. The results of their investigation confirmed this. This finding suggests that managers who give their staff members' careers top priority will encourage teachers to take a more positive view of their own careers. According to Guan and Frenkel (2021), school administration and especially a worker's direct supervisor—should place a high priority on supporting staff members' well-being throughout their careers because it helps them develop their competencies over the course of a lifetime. These findings corroborated these claims.

Objective Three: The Relationship Between Thriving at Work and Work Engagement Among Teachers

There was a significant and positive correlation ($r = .54$, $P < 0.01$) between the two for the final purpose of the research, which assessed the relationship between primary school teachers in Njeru Municipality who were succeeding at work and those who were engaged in their profession. This suggests that higher levels of job engagement are exhibited by instructors who are flourishing at work. Teachers may positively influence their career when they are dedicated to what they do. Moore et al. (2022) claim that these feelings motivate teachers to actively look for chances for learning and professional growth. As previously noted by Ren et al. (2022), they finally become so committed to their career that they take action even in the face of problems with their institutions.

It has been demonstrated that the responsibilities and challenges teachers face do not negatively impact their attachment to their work. Lambrano (2020) claims that they went above and above to find and restore a sense of dedication to the teaching profession and had few expectations about quitting the industry. It was also found that teachers were driven by altruism, or the desire to have a beneficial influence on the lives of students. They felt fulfilled as a result of being an elementary school teacher.

They therefore thought that instruction was both academically and emotionally engaging. As a result, they felt that their job was their calling, which, according to Meyers et al. (2019), gave them the impression that their work was inherently stimulating and encouraged personal development.

Objective Four: The moderating effect of thriving at work on the relationship between organizational support and work engagement

Regarding the fourth goal, which examined the moderating effect of thriving at work on the relationship between organizational support and work engagement among Njeru Municipality primary school teachers, it was discovered that thriving at work significantly lowered the relationship between the two variables ($b=.18, p<0.05$). This outcome is in line with the research conducted by Ancarani et al. (2021), which asserted that managers' and leaders' supportive management techniques encourage workers to be dedicated to their work, which raises engagement. Consequently, Njeru Primary Schools' organizational success and support were sufficient to positively affect teachers' work engagement. Thus, the degree of engagement that primary teachers have at work is determined by both human and organizational elements equally.

If primary school teachers are to be somewhat interested in their teaching positions, they must be able to make the teaching profession pleasant by making sure they take part in regular professional development. Consequently, more organizational assistance that focuses on determining and igniting teachers' distinct career goals increases teachers' work engagement, as Zhai et al. (2020) attest. Moreover, research has demonstrated that reciprocity norms are the source of the findings reported by Kleine et al. (2019) about the significance of firms' supportive activities in fostering a sense of duty and indebtedness among their workers. This promotes normative commitment, which raises employee engagement at work. In order to improve work engagement, schools should instead focus on organizational or individual traits, claim Kleine et al. (2019).

Limitations of the study

Significant findings from the study indicate that primary schools may more effectively foster vigor, devotion, and absorption when their work conditions foster a love of the profession and a willingness among teachers to develop new skills related to it. Nonetheless, caution must be exercised when using these discoveries in other domains. First, just one municipality in the nation was included in the study sample. This may have limited how far the results of this study may be applied. In the future, the researcher suggests increasing the sample size. Subsequent research endeavors may endeavor to duplicate the results in different regions of the nation.

Furthermore, self-report bias is a common problem with the quantitative study technique that was employed. the research variables' relationships may have become stronger as a result. Therefore, other or more objective methods of measuring the variables employed in this study, including qualitative evaluations, may be explored in future research. Mixed-methods research may be used in the future.

Conclusions

Objective One: The relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality

Primary school teachers in Uganda exhibit higher levels of job engagement when they receive organizational support. Teachers who feel respected, cared for, and rewarded by their schools are more interested in and committed to their jobs. This confirms a strong positive relationship between organizational support and teachers' work engagement, supporting the hypothesis that organizational support enhances work engagement.

Objective Two: The relationship between organizational support and thriving at work among teachers of Primary Schools in Njeru Municipality

Organizational support, including care and rewards, boosts teachers' vitality and motivation to develop new skills, fostering thriving at work. When schools provide such support, teachers feel more energized and empowered, which strengthens their ability to thrive in their roles. This maintains the hypothesis that organizational support is strongly correlated with teachers' ability to thrive at work.

Objective Three: The relationship between thriving at work and work engagement among teachers of Primary Schools in Njeru Municipality

Teachers who thrive in their work are more passionate and dedicate more energy to their teaching tasks. Thriving at work significantly contributes to higher work engagement, as happy and fulfilled teachers exhibit greater enthusiasm, dedication, and effort in their roles. This supports the hypothesis of a strong positive correlation between thriving at work and work engagement.

Objective Four: The moderating effect of thriving at work on the relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality

Thriving at work plays a critical role in moderating the relationship between organizational support and work engagement. When teachers feel supported and thrive in their roles, they develop a stronger sense of dedication and passion for teaching. This, in turn, enhances their work engagement.

The implementation of clear and standardized work engagement policies by school administrations further reinforces this relationship, confirming that thriving at work significantly moderates the effect of organizational support on work engagement among teachers in Njeru Municipality.

Recommendations

Objective One: The relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality

The Ministry of Education and Sports (MOES) should propose and adopt a formal work engagement enhancement policy for primary school teachers in Uganda. This policy should be national in scope and focus on developing initiatives that sustain teacher engagement. The policy should emphasize creating an environment where teachers enjoy their work, as this will inspire them to take pride in the teaching profession and pursue professional development opportunities. Additionally, school administrators should focus on fostering a positive organizational environment that supports teachers, making work engagement a priority.

Objective Two: The relationship between organizational support and thriving at work among teachers of Primary Schools in Njeru Municipality

School boards, head teachers, and HR management should implement mentorship programs that specifically focus on improving thriving at work. These programs should include training that helps teachers manage their mental energy and develop skills to thrive in the workplace. By providing ongoing support and mentorship, schools can help teachers feel more empowered and supported, which will enhance their sense of flourishing and their ability to thrive at work.

Objective Three: The relationship between thriving at work and work engagement among teachers of Primary Schools in Njeru Municipality

To foster higher levels of teacher engagement, education managers at the district and school levels should create work environments that enable teachers to participate in meaningful work. This includes ensuring that teachers' work aligns with their personal values and beliefs, which contributes to thriving at work. School administrators should also create opportunities for teachers to meet and discuss how their professional goals and values intersect. These conversations can help teachers feel more connected to their work, increasing both their sense of meaning and their engagement.

Objective Four: The moderating effect of thriving at work on the relationship between organizational support and work engagement among teachers of Primary Schools in Njeru Municipality

Education managers should prioritize hiring teachers who exhibit qualities that contribute to flourishing, such as emotional resilience and a positive mindset. Furthermore, school boards, administrators, and managers should regularly express appreciation for teachers' contributions, not just during performance cycles. This broader strategy can improve teachers' sense of meaningful work, enhancing their engagement. Additionally, school administrators should ensure that teachers have a secure work environment with clear job descriptions and procedures, which will help them thrive and foster a stronger moderating effect on the relationship between organizational support and work engagement.

School administrators should make strong mentorship and work engagement programs a primary success metric, as these programs play a critical role in teachers' job engagement. This

will encourage administrators to identify areas where teachers' needs for work engagement are being met or need improvement, ensuring a consistent focus on enhancing both engagement and thriving at work.

Recommendations for Further Research

The findings of this research point to the need for further research in the following areas:

1. A national study covering all the regions of Uganda to identify links between organisational and Work engagement.
2. An examination of prospective individual, organisational factors and work engagement from different contexts, for example rural and urban areas is needed.
3. Given the empirical support for the significance of organisational support and Thriving in work engagement of teachers, further studies are needed to examine the mechanisms and structures that can help school administrators develop these aspects in primary schools.
4. administrators develop these aspects in primary schools.

Limitations of the Study

One of the limitations of this study is the exclusion of private schools in Njeru Municipality. The research focuses solely on primary schools in the public sector, which may limit the generalizability of the findings to the broader educational sector. Private schools often operate under different administrative structures, resource allocations, and policies, which could influence the relationship between organizational support, work engagement, and thriving at work. Therefore, the absence of private schools in the sample may mean that the results of this study do not fully capture the dynamics of work engagement and thriving at work across different types of schools. Future research could address this limitation by incorporating private schools to provide a more comprehensive understanding of these factors across the entire educational landscape.

REFERENCES

- Abarantyne, I., Naidoo, V., & Rugimbana, R. (2019). The impact of psychological contracts on employee engagement at a university of technology. *SA Journal of Human Resource Management, 17*(1), 1-11.
- Abid, G., Sajjad, I., Elahi, N. S., Farooqi, S., & Nisar, A. (2018). The influence of prosocial motivation and civility on work engagement: The mediating role of thriving at work. *Cogent Business and Management, 5*(1), 1–19.
<https://doi.org/10.1080/23311975.2018.1493712>
- Akanji, B., Mordi, C., Ituma, A., Adisa, T. A., & Ajonbadi, H. (2020). The influence of organisational culture on leadership style in higher education institutions. *Personnel Review, 49*(3), 709-732.
- Akingbola, K., Rogers, S. E., & Intindola, M. (2022). Creating and Sustaining Employee Engagement Through Human Resource Management. In *Employee Engagement in Nonprofit Organizations: Theory and Practice* (pp. 95-118). Cham: Springer International Publishing.
- Alcover, C. M., Chambel, M. J., Fernández, J. J., & Rodríguez, F. (2018). Perceived organizational support-burnout-satisfaction relationship in workers with disabilities: The moderation of family support. *Scandinavian journal of psychology, 59*(4), 451-461.
- Al-Hakim, L., Zhang, Y., Jin, J., & Sevdalis, N. (2022). The effect of psychological meaningfulness and perceived Organisational support on the relationship between nursing workload and job satisfaction: A prospective, cross-sectional investigation. *International Journal of Nursing Studies, 104*274.

- Alshaabani, A., Naz, F., Magda, R., & Rudnák, I. (2021). Impact of perceived organizational support on OCB in the time of COVID-19 pandemic in Hungary: employee engagement and affective commitment as mediators. *Sustainability*, 13(14), 7800.
- Alshaabani, A., Naz, F., Magda, R., & Rudnák, I. (2021). Impact of perceived organizational support on OCB in the time of COVID-19 pandemic in Hungary: employee engagement and affective commitment as mediators. *Sustainability*, 13(14), 7800.
- Antoniou, A. S., Charitaki, G., & Mastrogiannis, D. (2023). Supporting in-Service Special Educational Needs Teachers to Stay Engaged: A Two-Step Hierarchical Linear Regression Analysis. *Technology, Knowledge and Learning*, 1-17.
- Asenahabi, B. M. (2019). Basics of research design: A guide to selecting appropriate research design. *International Journal of Contemporary Applied Researches*, 6(5), 76-89.
- Ashfaq, F., Abid, G., & Ilyas, S. (2022). Work Engagement: Creating Value Through Sustainable Leadership and Resilience. *Business in the 21st Century*, 121-132.
- Bakker, A. B., Petrou, P., Op den Kamp, E. M., & Tims, M. (2020). Proactive vitality management, work engagement, and creativity: The role of goal orientation. *Applied Psychology*, 69(2), 351-378.
- Basinska, B. A., & Rozkwitalska, M. (2022). Psychological capital and happiness at work: The mediating role of employee thriving in multinational corporations. *Current Psychology*, 41(2), 549-562.
- Bhardwaj, P. (2019). Types of sampling in research. *Journal of the Practice of Cardiovascular Sciences*, 5(3), 157.

- Boccoli, G., Gastaldi, L., & Corso, M. (2022). The evolution of employee engagement: Towards a social and contextual construct for balancing individual performance and wellbeing dynamically. *International Journal of Management Reviews*.
- Boparai, J. K., Singh, S., & Kathuria, P. (2018). How to design and validate a questionnaire: a guide. *Current clinical pharmacology*, 13(4), 210-215.
- Breunig, M., Bradley, P. E., Jahn, M., Kuper, P., Mazroob, N., Rösch, N., & Jadidi, M. (2020). Geospatial data management research: Progress and future directions. *ISPRS International Journal of Geo-Information*, 9(2), 95.
- Burke, R. J., Shearer, J., & Deszca, G. (1984). Burnout among men and women in police work: An examination of the Cherniss model. *Journal of Health and Human Resources Administration*, 162-188.
- Carmona-Halty, M. A., Schaufeli, W. B., & Salanova, M. (2019). The Utrecht Work Engagement Scale for Students (UWES–9S): Factorial validity, reliability, and measurement invariance in a Chilean sample of undergraduate university students. *Frontiers in psychology*, 10, 1017.
- Chanana, N. (2021). Employee engagement practices during COVID-19 lockdown. *Journal of public affairs*, 21(4), e2508.
- Chang, W., & Busser, J. A. (2020). Hospitality career retention: the role of contextual factors and thriving at work. *International Journal of Contemporary Hospitality Management*, 32(1), 193-211.
- Cheng, T. M., Hong, C. Y., & Zhong, Z. F. (2022). Tourism employees' fear of COVID-19 and its effect on work outcomes: the role of organizational support. *Current Issues in Tourism*, 25(2), 319-337.

- Decuyper, A., & Schaufeli, W. (2020). Leadership and work engagement: Exploring explanatory mechanisms. *German Journal of Human Resource Management*, 34(1), 69-95.
- De-la-Calle-Durán, M. C., & Rodríguez-Sánchez, J. L. (2021). Employee engagement and wellbeing in times of COVID-19: a proposal of the 5Cs model. *International Journal of Environmental Research and Public Health*, 18(10), 5470.
- Demirdelen Alrawadieh, D., & Alrawadieh, Z. (2022). Perceived organizational support and well-being of tour guides: The mediating effects of quality of work life. *International Journal of Tourism Research*, 24(3), 413-424.
- Deschênes, A. A. (2023). Professional isolation and pandemic teleworkers' satisfaction and commitment: The role of perceived organizational and supervisor support. *European Review of Applied Psychology*, 73(2), 100823.
- Didit, D. D., & Nikmah, N. R. S. (2020). The role of remuneration contribution and social support in organizational life to build work engagement. *Journal of Islamic Economics Perspectives*, 1(2), 20-32.
- Dipboye, R. L. (2018). A History of I/O Psychology. *The Emerald Review of Industrial and Organizational Psychology*.
- Drigas, A., & Papoutsis, C. (2020). The Need for Emotional Intelligence Training Education in Critical and Stressful Situations: The Case of Covid-19. *Int. J. Recent Contributions Eng. Sci. IT*, 8(3), 20-36.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of applied psychology*, 86(1), 42.

- Eisenberger, R., Huntington, R., Hutchinson, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71, 500-507. Items were taken from Table 1, p. 502. Copyright© 1986 by the American Psychological Association. Reprinted with permission.
- Fee, A., & Gray, S. J. (2022). Perceived organisational support and performance: The case of expatriate development volunteers in complex multi-stakeholder employment relationships. *The International Journal of Human Resource Management*, 33(5), 965-1004.
- Garrido-Ruso, M., & Aibar-Guzmán, B. (2022). The moderating effect of contextual factors and employees' demographic features on the relationship between CSR and work-related attitudes: A meta-analysis. *Corporate Social Responsibility and Environmental Management*, 29(5), 1839-1854.
- George-Amiekumo, F. N. (2022). *Mediating Role of Perceived Organizational Support Between Organizational Commitment and Turnover Intentions* (Doctoral dissertation, Walden University).
- Goh, Z., Eva, N., Kiazad, K., Jack, G. A., De Cieri, H., & Spreitzer, G. M. (2022). An integrative multilevel review of thriving at work: Assessing progress and promise. *Journal of Organizational Behavior*, 43(2), 197–213. <https://doi.org/10.1002/job.2571>
- Google (5 January 2021). "Road Distance Between Buikwe And Njeru" (Map). *Google Maps*. Google. Retrieved 5 January 2021.
- Guan, X., & Frenkel, S. (2021). Organizational support and employee thriving at work: exploring the underlying mechanisms. *Personnel Review*, 50(3), 935–953. <https://doi.org/10.1108/PR-10-2019-0569>

- Hetzel-Riggin, M. D., Swords, B. A., Tuang, H. L., Deck, J. M., & Spurgeon, N. S. (2020). Work engagement and resiliency impact the relationship between nursing stress and burnout. *Psychological Reports, 123*(5), 1835-1853.
- Hisel, M. E. (2020). Measuring work engagement in a multigenerational nursing workforce. *Journal of Nursing Management, 28*(2), 294-305.
- Houle, S. A., Rich, B. L., Comeau, C. A., Blais, A. R., & Morin, A. J. (2022). the job engagement scale: Development and validation of a short form in English and French. *Journal of Business and Psychology, 1*-20.
- Hout, W., Wagner, N., & Demena, B. A. (2022). Does accountability enhance service delivery? Assessment of a local scorecard initiative in Uganda. *World Development, 158*, 106011.
- Huang, I. C., Du, P. L., Wu, L. F., Achyldurdyeva, J., Wu, L. C., & Lin, C. S. (2021). Leader-member exchange, employee turnover intention and presenteeism: the mediating role of perceived organizational support. *Leadership & Organization Development Journal, 42*(2), 249-264.
- Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq, F., & Ilyas, S. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, and Complexity, 6*(3), 82.
- Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq, F., & Ilyas, S. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, and Complexity, 6*(3), 82.
- Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq, F., & Ilyas, S. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, and Complexity, 6*(3).

<https://doi.org/10.3390/JOITMC6030082>

- Imran, M. Y., Elahi, N. S., Abid, G., Ashfaq, F., & Ilyas, S. (2020). Impact of perceived organizational support on work engagement: Mediating mechanism of thriving and flourishing. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 82.
- Jehanzeb, K. (2020). Does perceived organizational support and employee development influence organizational citizenship behavior? Person–organization fit as moderator. *European Journal of Training and Development*, 44(6/7), 637-657.
- Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, 33(4), 692-724.
- Karaferis, D., Aletras, V., Raikou, M., & Niakas, D. (2022). Factors Influencing Motivation and Work Engagement of Healthcare Professionals. *Materia Socio-medica*, 34(3), 216.
- Khan, A. N. (2021). A diary study of psychological effects of misinformation and COVID-19 threat on work engagement of working from home employees. *Technological Forecasting and Social Change*, 171, 120968.
- Kleine, A. K., Rudolph, C. W., & Zacher, H. (2019). Thriving at work: A meta-analysis. *Journal of Organizational Behavior*, 40(9–10), 973–999.
- <https://doi.org/10.1002/job.2375>
- Kleine, A. K., Rudolph, C. W., & Zacher, H. (2019). Thriving at work: A meta-analysis. *Journal of Organizational Behavior*, 40(9-10), 973-999.
- Knox, S., & Marin-Cadavid, C. (2022). A practice approach to fostering employee engagement in innovation initiatives in public service organizations. *Public Management Review*, 00(00), 1–26. <https://doi.org/10.1080/14719037.2022.2055775>

- Kohont, A., & Ignjatović, M. (2022). Organizational Support of Working from Home: Aftermath of COVID-19 from the Perspective of Workers and Leaders. *Sustainability*, 14(9), 5107.
- Liu-Lastres, B., Wen, H., & Huang, W. J. (2022). A reflection on the Great Resignation in the hospitality and tourism industry. *International Journal of Contemporary Hospitality Management*, (ahead-of-print).
- Lou, T., & Ye, M. (2019). Studying on the Impact of Perceived Overqualification on Work Engagement: The Moderating Role of Future Work Self Salience and Mediating Role of Thriving at Work. *Open Journal of Social Sciences*, 07(08), 24–36.
<https://doi.org/10.4236/jss.2019.78002>
- Lowe, G. (2020). *Creating Healthy Organizations, Revised and Expanded Edition: Taking Action to Improve Employee Well-Being*. University of Toronto Press.
- Maan, A. T., Abid, G., Butt, T. H., Ashfaq, F., & Ahmed, S. (2020). Perceived organizational support and job satisfaction: a moderated mediation model of proactive personality and psychological empowerment. *Future Business Journal*, 6, 1-12.
- Mäkikangas, A., Juutinen, S., Mäkinen, J. P., Sjöblom, K., & Oksanen, A. (2022). Work engagement and its antecedents in remote work: A person-centered view. *Work & Stress*, 1-25.
- Maslach, C., & Jackson, S. E. (1981). Maslach burnout inventory--ES Form.
- McEvoy, G. M., & Cascio, W. F. (1985). Strategies for reducing employee turnover: A meta-analysis. *Journal of applied Psychology*, 70(2), 342.
- Mehrad, A. (n.d.). *Leadership Styles , Work Engagement and Perceived Organizational Support among Nurses Universitat Autònoma de Barcelona Thesis Supervisors : Maria Pau González Gómez de Olmedo*.

- Mohajan, H. K. (2020). Quantitative research: A successful investigation in natural and social sciences. *Journal of Economic Development, Environment and People*, 9(4), 50-79.
- Moloney, W., Fieldes, J., & Jacobs, S. (2020). An integrative review of how healthcare organizations can support hospital nurses to thrive at work. *International Journal of Environmental Research and Public Health*, 17(23), 1–21.
<https://doi.org/10.3390/ijerph17238757>
- Moore, H. L., Bakker, A. B., & van Mierlo, H. (2022). Using strengths and thriving at work: The role of colleague strengths recognition and organizational context. *European Journal of Work and Organizational Psychology*, 31(2), 260–272.
<https://doi.org/10.1080/1359432X.2021.1952990>
- Mujuni, P. M. B., Mwesigye, A. R., & Kazooba, C. T. (2022a). The interaction effect between teachers’ welfare and human capital on Performance of Government Aided Primary Schools in Isingiro district, Uganda. *European Journal of Human Resource*, 6(1), 32-51.
- Mujuni, P. M. B., Mwesigye, A. R., & Kazooba, C. T. (2022b). Monitoring Systems Mediate Human Capital to Performance of Government Aided Primary Schools in Isingiro District, Uganda. “Using Med Graph program Approach”.
- Muldoon, J. (2020). Organizational Psychology and the Rise of Human Resource Management. *The Palgrave Handbook of Management History*, 565-591.
- Munyeka, W., & Munzhedzi, P. H. (2022). ‘Corononomics’ amid the COVID-19 Outbreak: Sub Saharan African Socio-economic Effects and Lessons. *African Journal of Governance & Development*, 11(1.2), 290-306.

- Musenze, I. A., Mayende, T. S., Kalenzi, A., & Namono, R. (2021). Perceived organizational support, self-efficacy and work engagement: testing for the interaction effects. *Journal of Economic and Administrative Sciences*.
- Musenze, I. A., Mayende, T. S., Wampande, A. J., Kasango, J., & Emojong, O. R. (2020). Mechanism between perceived organizational support and work engagement: Explanatory role of self-efficacy. *Journal of Economic and Administrative Sciences*.
- Na-Nan, K., Kanthong, S., Wongsuwan, N., Pukkeeree, P., & Sa-ngasilp, T. (2020). Concept model to measure the thriving at work (taw): Developing and applying. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 72.
- Na-Nan, K., Kanthong, S., Wongsuwan, N., Pukkeeree, P., & Sa-ngasilp, T. (2020). Concept model to measure the thriving at work (taw): Developing and applying. *Journal of Open Innovation: Technology, Market, and Complexity*, 6(3), 72.
- Nasurdin, A. M., Ling, T. C., & Khan, S. N. (2018). Linking social support, work engagement and job performance in nursing. *International Journal of Business & Society*, 19(2).
- Obedgiu, V., Bagire, V. and Mafabi, S. (2017), “Examination of organizational commitment and organizational citizenship behaviour among local government civil servants in Uganda”, *Journal of Management Development*, Vol. 36 No. 10, pp. 1304-1316.
- Okolo, D. (2018). An exploration of the relationship between technostress, employee engagement and job design from the Nigerian banking employee’s perspective. In *An exploration of the relationship between technostress, employee engagement and job design from the Nigerian banking employee’s perspective: Okolo, Deborah*.

- Oubibi, M., Fute, A., Xiao, W., Sun, B., & Zhou, Y. (2022). Perceived organizational support and career satisfaction among chinese teachers: The mediation effects of job crafting and work engagement during COVID-19. *Sustainability*, 14(2), 623.
- Ozyilmaz, A. (2020). Hope and human capital enhance job engagement to improve workplace outcomes. *Journal of Occupational and Organizational Psychology*, 93(1), 187-214.
- Pandey, P., & Pandey, M. M. (2021). *Research methodology tools and techniques*. Bridge Center.
- Patience, M. G., De Braine, R., & Dhanpat, N. (2020). Job demands, job resources, and work engagement among South African nurses. *Journal of Psychology in Africa*, 30(5), 408-416.
- Peláez-Fernández, M. A., Mérida-López, S., Rey, L., & Extremera, N. (2022). Burnout, work engagement and life satisfaction among Spanish teachers: The unique contribution of core self-evaluations. *Personality and Individual Differences*, 196, 111727.
- Pereira, V., Behl, A., Jayawardena, N., Laker, B., Dwivedi, Y. K., & Bhardwaj, S. (2022). The art of gamifying digital gig workers: a theoretical assessment of evaluating engagement and motivation. *Production Planning & Control*, 1-17.
- Pinquart, M., & Wahl, H. W. (2021). Subjective age from childhood to advanced old age: A meta-analysis. *Psychology and Aging*, 36(3), 394.
- Prasanthi, M. P., & Geevarghese, D. B. (2021). Impact of perceived organizational support & organizational trust on organizational identification: A study on Employees of Pharmaceutical sector in India. *NVEO-NATURAL VOLATILES & ESSENTIAL OILS Journal| NVEO*, 8680-8688.
- Rahman, A., Björk, P., & Raval, A. (2020). Exploring the effects of service provider's

- organizational support and empowerment on employee engagement and well-being. *Cogent Business and Management*, 7(1).
<https://doi.org/10.1080/23311975.2020.1767329>
- Rego, A., Cavazotte, F., Cunha, M. P. E., Valverde, C., Meyer, M., & Giustiniano, L. (2021). Gritty leaders promoting employees' thriving at work. *Journal of Management*, 47(5), 1155-1184.
- Riaz, S., Xu, Y., & Hussain, S. (2018). Understanding employee innovative behavior and thriving at work: A Chinese perspective. *Administrative Sciences*, 8(3), 46.
- Ridwan, M., Mulyani, S. R., & Ali, H. (2020). Improving employee performance through perceived organizational support, organizational commitment and organizational citizenship behavior. *Systematic Reviews in Pharmacy*, 11(12).
- Schaufeli, W. B. (2003). UWES–Utrecht work engagement scale: test manual. (*No Title*).
- Schaufeli, W. B., Salanova, M., González-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness studies*, 3(1), 71-92.
- Schotgues, B. (2022). Sub-Saharan teachers' conditions and circumstances: A review. *Journal of Applied Learning and Teaching*, 5(Sp. Iss. 2).
- Seeram, E. (2019). An overview of correlational research. *Radiologic technology*, 91(2), 176-179.
- Sendawula, K., Nakyejwe Kimuli, S., Bananuka, J., & Najjemba Muganga, G. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. *Cogent Business and Management*, 5(1), 1–12.
<https://doi.org/10.1080/23311975.2018.1470891>

- Servais, J. M. (2022). *International labour law*. Kluwer Law International BV.
- Sharma, A. (2021). Retention and Engagement of Human Capital: Causal Contribution of Perceived Organizational Prestige and Job Characteristics. *The Journal of Applied Business and Economics*, 23(2), 68-82.
- Sharma, A., & Nambudiri, R. (2020). Work engagement, job crafting and innovativeness in the Indian IT industry. *Personnel Review*.
- Shen, H., & Jiang, H. (2019). Engaged at work? An employee engagement model in public relations. *Journal of Public Relations Research*, 31(1-2), 32-49.
- Skinner, C. (2018). Issues and challenges in census taking. *Annual Review of Statistics and its Application*, 5, 49-63.
- Smith, M. L. E. (2021). Exploring the relationship between work engagement, collective teacher efficacy and transformational leadership in times of change.
- Soomro, B. A., Memon, M., & Shah, N. (2021). Paternalistic leadership style, employee voice and creativity among entrepreneurs: empirical evidence from SMEs of a developing country. *Management Decision*, 59(2), 285-305.
- Taghavi, S., & Segalla, M. (2023). Is Work an Act of Worship? The Impact of Implicit Religious Beliefs on Work Ethic in Secular vs. Religious Cultures. *Journal of Business Ethics*, 1-23.
- Teuber, Z., Tang, X., Salmela-Aro, K., & Wild, E. (2021). Assessing engagement in Chinese upper secondary school students using the Chinese version of the schoolwork engagement inventory: energy, dedication, and absorption (CEDA). *Frontiers in Psychology*, 12, 638189.

- Widarko, A., & Anwarodin, M. K. (2022). Work Motivation and Organizational Culture on Work Performance: Organizational Citizenship Behavior (OCB) as Mediating Variable. *Golden Ratio of Human Resource Management*, 2(2), 123-138.
- Wolfe, G. A. (1981). Burnout of therapists: inevitable or preventable? *Physical therapy*, 61(7), 1046-1050.
- Wright, M. K. (2022). Healing the Burn: Assuaging Burnout and Increasing Work Engagement in University Admissions Counselors.
- Zhai, Q., Wang, S., & Weadon, H. (2020). Thriving at work as a mediator of the relationship between workplace support and life satisfaction. *Journal of Management & Organization*, 26(2), 168-184.
- Zhai, Q., Wang, S., & Weadon, H. (2020). Thriving at work as a mediator of the relationship between workplace support and life satisfaction. *Journal of Management and Organization*, 26(2), 168–184. <https://doi.org/10.1017/jmo.2017.62>

APPENDICES

Appendix 1: Work plan

Time frame	Activity	Personnel responsible
1 st day of Week one	Reporting to the Njeru Municipality offices in Buikwe District for introduction and clarence	The researcher
2 nd day of Week one	Contact making and appointment making	The researcher
3 rd day of Week one	Distributing structured questionnaires to respondents	The researcher
5 th day of Week three	Collecting back filled questionnaires from respondents	The researcher
First day of week four to last day of week six	Data analysis and initial report writing	The researcher
Week seven	Final report writing	The researcher
Week seven	Submission of the first draft of the dissertation	The researcher

Appendix 2: Data Collection Tool

I am Nassali Barbra a student of Kyambogo University pursuing a Master of Organizational Psychology and currently carrying out research on the topic “**Organization Support and Work Engagement in Primary Schools in Njeru Municipality: The Moderating Effect of Thriving at work**”

You have been identified as a key and valuable respondent in carrying out this research. It is purely academic research being undertaken. Your responses will be treated with utmost confidentiality and will purely be used for the purpose of this study. It is a humble request to you that you spare part of your valuable time and answer the following questions.

I appreciate your cooperation

Section A: Background information. (Tick where applicable)

Sex: Male ☐ Female ☐

Marital status: Single ☐ Married ☐

Age group

20-29	30-39	40-49	50-59
1	2	3	4

Education Qualification

Certificate	Ordinary diploma	Bachelor's degree	Postgraduate diploma	Master's degree	Others
1	2	3	4	5	6

Years of service

Less than 1 year	1-2 years	3-4 years	4-6 years	7-10	Above 10 years
1	2	3	4	5	6

Section B

Perceived organization support

In this section, please respond to each of the following statements in terms of your own evaluation about your work. Using the scale below, please circle the number you think is most appropriate.

Circle the number you think is most appropriate

Strongly Disagree (SD)	Moderately Disagree (MD)	Slightly Disagree (SLD)	Slightly Agree (SLA)	Moderately Agree (MA)	Strongly Agree (SA)
1	2	3	4	5	6

Items denoted with (S) are used in the shortened nine-item version of the measure. Items denoted with (R) are reverse scored.

	Perceived Organization Support	SD	MD	SLD	SLA	MA	SA
POS1	The organization values my contribution to its well-being	1	2	3	4	5	6
POS2	If the organization could hire someone to replace me at a lower salary it would do so (R)	1	2	3	4	5	6
POS3	The organization fails to appreciate any extra effort from me (R)	1	2	3	4	5	6
POS4	The organization strongly considers my goals and values (S)	1	2	3	4	5	6

POS5	The organization would ignore any complaint from me (R)	1	2	3	4	5	6
POS6	The organization disregards my best interests when it makes decisions that affect me (R)	1	2	3	4	5	6
POS7	Help is available from the organization when I have a problem (S)	1	2	3	4	5	6
POS8	The organization really cares about my well-being (S)	1	2	3	4	5	6
POS9	The organization is willing to extend itself in order to help me perform my job to the best of my ability (S)	1	2	3	4	5	6
POS10	Even if I did the best job possible, the organization would fail to notice (R) (S)	1	2	3	4	5	6
POS11	The organization is willing to help me when I need a special favour	1	2	3	4	5	6
POS12	The organization cares about my general satisfaction at work (S)	1	2	3	4	5	6
POS13	If given the opportunity, the organization would take advantage of me (R)	1	2	3	4	5	6
POS14	The organization shows very little concern for me (R) (S)	1	2	3	4	5	6
POS15	The organization cares about my opinions (S)	1	2	3	4	5	6
POS16	The organization takes pride in my accomplishments at work (S)	1	2	3	4	5	6
POS17	The organization tries to make my job as interesting as possible	1	2	3	4	5	6

Section C Work Engagement

Circle the number you think is most appropriate

Strongly Disagree (SD)	Moderately Disagree (MD)	Slightly Disagree (SLD)	Slightly Agree (SLA)	Moderately Agree (MA)	Strongly Agree (SA)
1	2	3	4	5	6

	Work Engagement	SD	MD	SLD	SLA	MA	SA
	Vigor	1	2	3	4	5	6
WEV1	At my work, I feel bursting with energy	1	2	3	4	5	6
WEV2	At my job, I feel strong and vigorous	1	2	3	4	5	6
WEV3	When I get up in the morning, I feel like going to work	1	2	3	4	5	6
WEV4	I can continue working for a very long periods at a time	1	2	3	4	5	6
WEV5	At my job, I am very resilient mentally	1	2	3	4	5	6
WEV6	At my work I always persevere, even when things do not go well	1	2	3	4	5	6
	Dedication						
WED1	I find the work that I do full of meaning and purpose	1	2	3	4	5	6
WED2	I am enthusiastic about my job	1	2	3	4	5	6
WED3	My job inspires me	1	2	3	4	5	6
WED4	I am proud of my work that I do	1	2	3	4	5	6
WED5	To me, my job is challenging	1	2	3	4	5	6
	Absorption						
WEA1	Time flies when I am working	1	2	3	4	5	6
WEA2	When I am working, I forget everything else around me	1	2	3	4	5	6
WEA3	I feel happy when I am working intensely	1	2	3	4	5	6
WEA4	I am immersed in my work most of the time	1	2	3	4	5	6
WEA5	I get carried away when I am working	1	2	3	4	5	6
WEA12	It is difficult to detach myself from my job	1	2	3	4	5	6

Section D Thriving at work

Circle the number you think is most appropriate

Strongly Disagree (SD)	Moderately Disagree (MD)	Slightly Disagree (SLD)	Slightly Agree (SLA)	Moderately Agree (MA)	Strongly Agree (SA)				
1	2	3	4	5	6				
	Vitality			SD	MD	SLD	SLA	MA	SA
TAW1	I feel that my work is vital			1	2	3	4	5	6
TAW2	I am ready to put my physical energy to work			1	2	3	4	5	6

TAW3	I am ready to put my mental energy to work	1	2	3	4	5	6
TAW4	I wait for the next day to work	1	2	3	4	5	6
TAW5	I am alert and ready to work	1	2	3	4	5	6
TAW6	I feel active when working	1	2	3	4	5	6
	Learning						
TAW7	I usually learn things around me	1	2	3	4	5	6
TAW8	I am always ready to learn new things	1	2	3	4	5	6
TAW9	I like seeking new ways or procedures to develop my self	1	2	3	4	5	6
TAW10	I want to develop myself as much as possible	1	2	3	4	5	6
TAW11	I want to learn how to solve emerging problems and obstacles	1	2	3	4	5	6
TAW12	I want to continuously improve my self	1	2	3	4	5	6