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Research report title

The Influence of Work From Home Stressors, Psychological Capital, and Digital Technologies on Employee Workplace Anxiety

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ABSTRACT

Due to the COVID-19 pandemic, work was restructured, and the work-from-home format became the norm. The primary aim of this study is to determine how the unexpected change to working from home (WFH) following the emergence of the COVID-19 pandemic has contributed to employee workplace anxiety (EWA). The objective is to evaluate the impact of work-from-home stressors, psychological capital (PsyCap), and digital technology (DT) on employee workplace anxiety. This study followed the positivist research ethic and used a quantitative research design. A hundred and sixty-two employees from various state-owned corporations (SOCs) participated in the study by completing an online self-administered questionnaire. Data was processed, hypotheses were tested, and results were analysed. Findings revealed that WFH stressors as a construct with all the variables (work overload, role ambiguity, job insecurity and work-home conflict) have a positive relation/impact and an effect or influence on EWA. The study also implies that PsyCap as a construct has a negative relationship with or influence on EWA; with PsyCap variables (hope, efficacy, resilience, and optimism) only hope was found with a moderating effect on EWA. The study concluded with a finding that DT with its variables of perceived usefulness, perceived ease, and technical support exhibits a negative relationship with EWA and cannot be used as a moderating effect.

Keywords: employee workplace anxiety, digital technologies, psychological capital, work-from-home stressor, workplace stressor

DECLARATION

I declare that this research project is my work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination at any other university. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

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CHAPTER 1: INTRODUCTION TO RESEARCH PROBLEM

1.1. BACKGROUND

The COVID-19 pandemic has altered the circumstances of a great number of people all around the world (Savolainen et al., 2021). One of the unintended effects of the ongoing epidemic is anxiety, which is caused by not having enough information and not being able to do anything about it. When someone is at work, their safety may be at risk if they are feeling more anxious than usual. Anxiety over the COVID-19 pandemic might be anticipated with some accuracy by looking at the correlation between psychological discomfort and technological stress throughout the crisis (Savolainen et al., 2021).

Anxiety about contracting the COVID-19 virus was predicted by a combination of a recent new line of work and diminished social support from work groups. As the coronavirus pandemic proceeds, environmental and psychological variables may explain COVID-19 anxiety (Savolainen et al., 2021). Emerging research has found variables impacting psychological distress, fear, and COVID-19-associated anxiety among the public and older people, but fewer studies have been undertaken on COVID-19 anxiety and related risk factors among working populations (Savolainen et al., 2021).

Concerns have been raised about the impact that the COVID-19 pandemic would have on people's mental health, which has led to an increase in studies into the possible causes that might explain the anguish and anxiety that is associated with COVID-19. Fewer studies have been conducted concerning COVID-19 effects on workplace anxiety. It is critical to understand the impact of COVID-19 on organisations and employees (Mehta, 2021).

The COVID-19 pandemic has caused sudden, large, and disruptive changes in the world of work. This is a new environment for researchers, so they need to study it carefully to see how it affects different parts of work and employees (Mehta, 2021).

The COVID-19 epidemic has unquestionably brought about major changes in the workplace. Organisations were forced to implement a work-from-home strategy. Additionally, it has helped bring the function of technology, particularly communication technology, into a clearer perspective. With the reports and research showing that WFH is here to stay, it is reasonable to expect that in the future, communication technology will play an even more vital role. This is something that can be safely assumed (Mehta, 2021).

1.2. PURPOSE OF THE STUDY

The purpose of this study was to examine the influence of work-from-home (WFH) stressors, psychological capital (PsyCap) and digital technologies (DT) on employee workplace anxiety (EWA) since the COVID-19 pandemic. The aim was to investigate how the WFH stressors influence EWA after the sudden shift of people involuntarily having to work from home. Also, the role of PsyCap as resource employees can tap into to deal with workplace anxiety will be investigated as well as the role of digital technology.

COVID-19 has resulted in a major change in the company's operations all around the world. The sudden disruption generated by COVID-19 not only accelerated previously occurring trends regarding the transfer of work to digital or remote settings, but it also caused conventional work routines to be unexpectedly upended (Kniffin et al., 2021) . However, a significant distinction was that, in the past, WFH was frequently adapted to accommodate employee preferences, whereas COVID-19 mandated that many workers do their duties at home (Kniffin et al., 2021).

COVID-19 constituted both a catastrophe in terms of world health and a threat to international economic stability (Kniffin et al., 2021). To stop the virus from spreading, companies and industries around the world had to shut down. This has caused a lot of new problems for both employees and companies (Kniffin et al., 2021). Businesses and individuals across the world had to adjust to the changing workplace environment.

According to the International Labour Organisation (ILO) Report, as cited in (Mehta, 2021), 93 per cent of employees lived in countries where business closure procedures were in place.

The purpose of this study was to investigate how employees have been impacted by the recent shift by focusing on the factors that contribute to the stress associated with working from home as well as the repercussions of those factors. The study then investigated employees' psychological capital status by examining how well people were coping with the pressures of working from home, as well as whether they were coping at all. Part of the study objective was to determine whether the pressures associated with working from home might generate employee workplace anxiety.

In conclusion, studies have been conducted on the topics of challenges that arise for workers when they work from home, as well as the expectations of employers when employees work from home. The issue of the use of technological tools during this unexpected and mandatory work-from-home was another important factor that the study aimed to unpack. Previous studies have shown that not training employees on how to use technological tools can make them nervous. Because of this, the study wanted to find out more about how these tools were used during this unexpected and required work from home (Mehta, 2021).

1.3. PURPOSE STATEMENT

The purpose of this study is to examine how WFH stressors and PsyCap influence employees' workplace anxiety. The study will investigate the relationship between WFH stressors, PsyCap, and employee workplace anxiety. The aim is to investigate how the shift to WFH introduced stressors that influenced employees' workplace anxiety. Also, the role of PsyCap as resource employees can tap into to deal with workplace anxiety will be investigated, as well as the role of digital technology.

1.4. CONTEXT OF THE STUDY AND ITS OBJECTIVES

Research done in the past has shown that companies are increasingly encouraging their workers to work from home so that they may better balance their responsibilities at work and home. According to the findings of several studies, a WFH arrangement offers employees the autonomy and control necessary to determine when, how, and where they perform their job (Lapierre et al., 2016). According to Rangarajan et al. (2022), WFH is defined as a “workplace arrangement in which an employee does not travel to the office or any other business-related site (e.g., the customer, partner, or supplier premises) and instead works from home using appropriate technology”.

The COVID-19 pandemic brought about a rapid and significant disruption, which led to a rearrangement of work, and the WFH format has become the rule as opposed to the exception because of this. Even though a large amount of research has been conducted looking at the connection between happiness and involvement in one's line of work (Mehta, 2021), when it comes to the examination of the WFH stressors on how they affect employees since the COVID-19 pandemic, there is a gap in the research that has been done. Having said that, the reason behind this study was to fill in the gaps that have been left by previous research.

This study's initial objective was to evaluate the characteristics of WFH stressors and their impact on employees who were forced to work from home due to COVID-19. Rangarajan et al. (2022) define workplace stressors as” a mismatch among workers and respective teammates, employers, duties, or the wider organisation”. When it comes to work-from-home arrangements, past research has suggested that such an arrangement allows employees the freedom and flexibility to determine when, where, and how they work (Putnam & Mumby, 2016).

This, in turn, results in less time spent commuting and more time spent with their families. Other research shows that one of the problems with working from home is that it makes people feel less like they belong at work, which in turn makes them less productive (Bertschek & Niebel, 2016).

These studies, however, were not carried out in the setting of the current condition, which is one in which a pandemic has produced uncertainty on a worldwide scale. Considering this, the context of this study was to try to gain a better understanding of these problems within the existing situation.

The second goal of the study was to comprehend the psychological capital (PsyCap) of the employees, i.e., how they dealt with WFH stressors. PsyCap is a critical resource that an individual requires to cope. It is known as "an individual's good psychological condition of development marked by the capacity to take on and complete difficult activities" (Luthans & Youssef-Morgan, 2017, p.2). It has four constructs which include 1) confidence (efficacy); 2) forming a positive belief (optimism) about having success now and in the future; moving toward goals; and, if necessary, re-directing pathways to ambitions (hope) to be likely to succeed when confronted with challenges and difficulties; and 4) preserving and bouncing back (resilience) to succeed (Luthans & Youssef-Morgan, 2017, p.2). All four of these dimensions were part of the investigation under PsyCap to assist in understanding the influence of WFH stressors.

The third objective of this study was to investigate employee workplace anxiety (EWA). The latest and ongoing changes may have impacted the anxiety levels of individuals. Savolainen et al. (2021) define anxiety as a common reaction to stressful or frightening situations. This anxiety is defined as a state that influences adaptive behaviour and coping in a good and motivating way. However, Yip et al. (2020, p.3) define anxiety as "a negative-valence emotion marked by assessments of uncertainty, which is influenced by an organisational culture where more people are worried at work". The two definitions suggest that anxiety can cause positive or negative emotions.

Previous studies revealed anxiety reaction as something influenced by an individual's state of mind and the environment. It has been proposed that in stressful situations, the brain switches to a state that allows for the fast development of defence mechanisms. (Cheng & McCarthy, 2018).

This study aimed to further investigate EWA under the current circumstances of the drastic changes brought about by the COVID-19 pandemic. These changes were accompanied by a great deal of anxiety as well as a change in behaviour in which workers became concerned about their health as well as the health of their loved ones. Other things that contributed to people's stress levels because of the pandemic were things like being forced into seclusion and being confined to their houses, having their liberties taken away, and not knowing what the future holds for them (Hillebrandt & Barclay, 2022). Therefore, it was essential to have a good understanding of the Influence that the WFH stressors have on the EWA in these environments.

Another additional study objective was to gain an understanding of the impact of digital technologies on improving the WFH stressors and assisting employees to cope with the new work environment and if it reduced EWA or not. Organisations need to play a major role in assisting employees with the provision of resources that will enable efficiency to the employee's WFH and reduce workplace anxiety. Usage of digital technologies had to be implemented swiftly due to the COVID-19 pandemic which has unquestionably altered the workplace (Rangarajan et al., 2022).

COVID-19 has also brought the importance of technology, especially communication technology, sharply into the foreground. WFH activities are fully dependent on gadgets and technological integration. While it is a good thing to use digital technology, if it is not implemented correctly and employees do not know how to use it, it may also be a contributory factor to workplace anxiety (Ayyagari et al., 2011). This study investigated several areas of digital technology usage, such as how employees assess the utility, perceived ease of use, and technical support.

1.5. RESEARCH PROBLEM

Effects Of COVID-19 and Organisational Changes

Many people's lives have been affected because of the COVID-19 pandemic. Anxiety caused by unpredictability and the COVID-19 virus becomes a negative consequence of the pandemic (Rudolph et al., (2021). As a result of the pandemic, the normal work environment has undergone a significant transition, with increased degrees of

employment insecurity, autonomy, and self-regulation needs, as well as shrinking borders across life domains (Rudolph et al., (2021). COVID-19 has given organisations a new dimension, causing a transition from traditional office working environments to organisations embracing a work-from-home (WFH) setting (Hillebrandt & Barclay, 2022). Due to the COVID-19 epidemic, businesses were driven to shift employees to working from home (WFH), which raises anxiety due to WFH stressors (Kniffin et al., 2021).

Today's workplace is probably more stressful than it was ten years ago. This is because competition, technology, and work procedures are changing quickly, job insecurity is getting worse, and customers are becoming increasingly demanding. WFH happened suddenly, uncontrollably, and unexpectedly, causing lots of work stressors and work anxiety because of uncertainty (Kniffin et al., 2021). Many factors, including technological change, global competition, and toxic work environments, have been linked to workplace stress (Avey et al., 2009). These cumulative impacts of COVID-19 and organisational adjustments inevitably lead to the research problem.

1.6. PROBLEM STATEMENT

The main research problem was to investigate the effect of the rapid change in the working environment on WFH stressors and PsyCap links to workplace anxiety during the global pandemic. It was important to investigate the role played by the individual PsyCap and see how it affects or how it relates to workplace anxiety. This study seeks to analyse and test if the influence of WFH stressors is positively related to workplace anxiety, if PsyCap is negatively related to workplace anxiety, and if the usage of digital technologies can moderate the association between WFH stressors and workplace anxiety.

1.7. SIGNIFICANCE OF THE STUDY

This study's theoretical basis may be found in previous research on WFH stressors as well as PsyCap on EWA in the workplace. The anxiety caused by COVID-19 should be looked at to learn more about the psychological factors that help people deal with and stay safe in unusual situations. According to a prior study, individuals have higher levels of anxiety because of the pandemic. Nevertheless, further research is required to understand the underlying risk factors and to uncover possible protective variables of COVID-19 anxiety among employees and WFH arrangements (Savolainen et al., 2021). Therefore, this research is crucial for the field of academic research.

Some of the most recent research indicates that, as individuals become accustomed to and educated in new methods of working remotely, the changes brought about by the pandemic may have more long-lasting consequences on the structure of work (Brynjolfsson et al., 2020). There is a gap in the existing body of knowledge even though the global pandemic has spurred a great deal of recent research.

This is because the crisis scenario is unusual and has not yet dissipated, meaning that a great deal is still unknown and unknowable. Practitioners will benefit from this research by gaining a deeper understanding of the topic. By analysing the situation in South Africa, this study will contribute to the development of a model that will be useful in the years to come. The recommendations from this study may be used by organisations to enhance their WFH stressor and EWA impacts, ensuring that their workers' well-being is taken care of and that their working environment does not contribute in any negative way to their well-being.

CHAPTER 2: LITERATURE REVIEW

The literature review objective is to give a more in-depth understanding of the roles of the WFH stressor, PsyCap, EWA, and DTs based on the study objectives that were mentioned in the previous section (1.3).

The literature review begins by investigating the development of the WFH stressor as a concept during the past few years. It begins with the WFH arrangements being unpacked. The literature review examines many ideas and contemporary events that led to the development of the WFH stressor concept. In addition, it explains what a WFH stressor is and what its constituent sub-variables are. The literature review explores psychological capital in terms of its literary definition and qualities and examines the work of previous scholars in this setting. Hereafter, research on workplace anxiety among employees is examined. This section explains how this was established and what our researchers have investigated and concluded about EWA. The structure of the literature review is determined by the research problem specified in section 1.5. The literature review also looks at the use of digital technologies and what the scholars said. The objective of the literature review is to outline the research problem, how important the study is, and the gaps it aims to fill. The literature review sections covered in this report are listed in the table below.

SUBSECTION NUMBER	ITEM UNDER DISCUSSION
2.1.	Unpacking the WFH arrangement or concept
2.2.	Understanding and unpacking of WFH stressors
2.3.	Understanding and unpacking PsyCap and its role
2.4.	Understanding and unpacking EWA
2.5.	Understanding and unpacking DTs and their role
2.6.	Unpacking the theory used to analyse the study
2.7.	Proposed framework or model
2.8.	Literature review conclusion

Table 1 Literature review agenda

2.1. WORK FROM HOME (WFH)

Work-from-home (WFH) programmes have, for a long time, been affiliated with organisations that support programs that promote work-life balance (WLB). The use of WFH as a supplement to WLB has seen widespread adoption in Western nations, particularly among major businesses (Felstead & Jewson, 2000). The policy was meant to provide employees more leeway in their daily lives, allowing them to better juggle the responsibilities they have both at work and in their personal lives.

According to Hill et al. (2003), "Work from Home" (WFH) is defined as "periodic work at home (outside of the primary office), occurring one or more days each week". This arrangement has been studied as an alternate approach to managing work to give employees versatility in terms of hours, the ability to strike a balance between work and nonwork duties, and a reduction in the amount of time spent travelling to and from work. From the employer's point of view, offering WFH has several benefits, such as the ability to find and keep highly skilled workers; an increase in employee dedication and engagement; and a better way of matching time and processes. Before the implementation of COVID-19, WFH was portrayed as an arrangement that would benefit both employees and employers (Felstead & Jewson, 2000).

Thanks to the COVID disruption, WFH is no longer regarded as an alternative for a minority of employees. Instead, it is an option available for companies and workers who can do their jobs without a traditional office space. According to Dayaram and Burgess (2021), as cited by Afrianty et al. (2022), One of the most important consequential secondary effects of COVID is that workers in all kinds of jobs who didn't have WFH arrangements before now do. They argue that this is one of the most notable effects of COVID. During the COVID pandemic, a few other large organisations have decided to use this concept permanently.

Organisations like Siemens (Siemens, 2020) and WebAfrica (Writer, 2022), following the COVID-19 pandemic, have decided to adopt a permanent work-from-home approach. Employees were given all the tools they need to execute their jobs well, and they can work from the comfort of their homes. Their reasoning behind this decision was based on the results of employee performance, and employee productivity has

outperformed beyond expectations. Employees of these companies indicated that they have realised savings by not having to commute to work. Employees also save time and money on trips. Currently, other organisations have decided to go back to the previous working environment and opted not to make any changes and some organisations are investigating the option of implementing a hybrid work model.

One of the most crucial reasons for giving this option to employees, according to some experts, is that WFH increases employee productivity through working remotely. Employees can be more productive if they work outside of the office since they can work during their most productive period, they are not distracted by workplace socialising and colleagues, and they have less commute time. However, there are also possible drawbacks, such as being on call all the time and combining the needs of family and social life with working from home (Afrianty et al., 2022). Other studies suggest that during the COVID-19 pandemic, WFH created a loss of sense of belonging at work, blurred lines between work and home, and increased parenting activities, all of which exacerbated work stressors (Rangarajan et al., 2022). Other research has shown that some workers find it challenging to work remotely because their homes are too noisy, distracting, or otherwise unsuited for long stretches of concentrated effort (Shareena & Shahid 2020).

2.2. WORK-FROM-HOME (WFH) STRESSORS

These unfavourably working environments can cause an employee to become frustrated and stressed by working from home and encounter WFH stressors, which can have a detrimental impact on the employee's performance since the employee's work environment affects their performance. If the physical work environment is not conducive, the individual's stress will increase (Sutton, 1987). This will result in work-related stressors. However, there has been less research done on WFH stressors because they have just been detected in recent studies. Many studies have been conducted on the construct of work-related stressors.

Previous researchers have done studies on workplace stressors and according to Kahn et al. (1964), the term “work stressor” is used to describe what workers experience when they are under pressure to perform at a high level despite facing obstacles like those imposed by management or the nature of their job. Employees are stressed out by the demands placed on them. Psychological stress can happen when a person thinks that a certain interaction between them and their environment is too hard or beyond their abilities, putting their health and well-being at risk (Lazarus & Folkman, 1984, p. 19).

According to Rangarajan et al., (2022) WFH stressors have four sub-variables that must be evaluated while researching WFH stressors. These include role ambiguity which is defined "the extent to which an individual lacks clarity regarding the expectations of others in the workplace, the most effective means of fulfilling those expectations, and the outcomes associated with various attributes of role performance" (Behrman & Perreault, 1984, p. 12). In this study, they argued that role ambiguity happens when people work from home because they might miss some important information about their job, things like the extent of their obligations and the preferences and expectations of their customers, and what their supervisors want and expect.

The second aspect is work overload. According to Jones et al. (2007), the term "work overload" refers to the feeling that an individual's "assigned task" is more demanding than their "capacity" or "available resources". Their study argues that more stress at work can hurt both physical and mental health and cause more people to miss work, care less about the organisation, and have lower job performance overall.

The third aspect unpacked was job insecurity. Chaker et al. (2016) and Greenhalgh et al. (1984) define job insecurity as “the feeling that a person could lose their job because of what they see and how they understand the current work environment”. In their study, they argue that remote workers are most likely to have unclear roles than those who commute. This is because being away from co-workers, managers, and clients makes it hard to socialise, work together, and be supervised.

The last one unpacked was the work-home conflict. According to Ayyagari et al. (2011), "work-home conflict" is a relatively new stressor that has emerged alongside with technology that makes it easier to work from home which is becoming more popular because there seems to be a mismatch between the needs of work and life, and the perception that technology can be a threat to privacy.

Role conflict, role clarity (ambiguity), and work overload are the forms of workplace stressors that have been researched and studied the most. Previous research on the factors that contribute to stress in the workplace has begun to differentiate between two categories of stressors: challenge stressors and hindrance stressors. According to Zhang et al. (2019), challenge stressors refer to how people perceive their work in terms of workload, time pressure, job complexity, and responsibility. Hindrance stressors refer to how people see the workplace in terms of the level of demands they face, such as role conflict, role ambiguity, politics, red tape, and job insecurity (Zhang et al., 2019).

The term "challenge stressors" refers to the requirements of a job that are seen by workers as fulfilling work experiences that offer opportunities for personal development (Cavanaugh et al., 2000). On the other hand, the term "hindrance stressors" refers to the demands of one's job that are seen as getting in the way of personal growth or the demands of one's job that make it hard to achieve important goals (Cavanaugh et al., 2000). In the context of the present unpredictable world that is full of uncertainties and radical changes, it is crucial to understand how each of these two types of stressors affects employees since they may have a significant impact on productivity and morale. More investigation into the hindrance and challenge stressors is required for future studies.

Several studies on what causes stress at work have found that role clarity and role conflict contribute towards the effect on workers' levels of work performance, anxiousness, and psychological fatigue, as well as their level of commitment to their organisations (Smit et al., 2016). In recent studies, scholars have introduced work-home conflict as it is now relevant based on the changes in the workplace. Looking at the recent studies conducted, Rangarajan et al. (2022) in his study suggests that WFH

stressor dimensions include role ambiguity, work overload, job instability, and work-home conflict and these form part of this study analysis.

Kniffin et al. (2021) suggest that WFH stressors arise from employees' lack of awareness of critical information for enacting their roles, such as task and responsibility boundaries, client demands and expectations, and management goals and priorities. On the other hand, pressures invoked by the COVID-19 outbreak have put individuals across the world in psychological distress. Lapierre et al. (2016) have found that the few studies on compulsory shifts to WFH revealed that such arrangements might cause conflict at work and at home because of time and stress.

According to a recent study on work-family balance by Waizenegger et al. (2020), since the start of the COVID-19 epidemic, employees in a variety of industries have reported negative effects such as work-life mismatch, work uncertainties, and additional responsibility, which are leading to more dissatisfaction and less productivity, and these are some of the dimensions of WFH stressors.

Furthermore, due to the COVID-19 pandemic, employees had to deal not only with WFH stressors but also with other life demands and contributing factors, such as losing loved ones through COVID-19, some spouses losing employment, and some having to deal with their increased daily job stressors as well as their spouse's workplace stressors. Existing developments, such as digitalisation and work flexibility, are accompanied by increased levels of job insecurity, autonomy, and self-regulation expectations, as well as the dissolution of borders across life domains. These contribute to increased anxiety if an individual is not able to cope will all these demands. Previous studies by Folkman (2008) and Folkman and Lazarus (1988) have indicated that people experience stress because they believe they do not have the resources to deal with the stressful occurrences in their lives.

In conclusion, to understand the impact of the work situation on workers' strain and motivation, it is crucial to consider psychological demands (like the amount of work they must do) and resources (like the amount of autonomy they have). Folkman and Lazarus's (1984) transactional theory of stress and coping emphasises how the coronavirus pandemic might certainly be deemed stressful for employees. The

fundamental idea behind the transactional theory of stress and coping is that an individual's level of stress is directly proportional to the amount of interaction that takes place between them and the external world. As a result, it is essential, while evaluating the stressors associated with WFH, to also take into consideration the psychological requirements of the individual. Because of this, this study looks at both psychological capital and the influence of WFH stressors.

2.3. PSYCHOLOGICAL CAPITAL (PSYCAP)

Psychological capital (PsyCap) refers to positive psychological resources in humans that enable people to act proactively in their daily lives, including at work. Positive psychology is defined as “the study and application of human strengths, qualities, and psycho-capabilities that can be fostered in the workplace, managed, and measured to boost productivity” (Avey et al., 2009). Positive psychology and positive organisational behaviour (POB) are at the heart of PsyCap, which stands for "psychological capital". PsyCap is a multidimensional concept, as defined by Law et al. (1998) as cited in (Avey, 2014). PsyCap is not a single dimension on its own, like optimism. Instead, it is the sum of the four variables.

PsyCap consists of the first-order positive psychological resources that help one succeed in life, such as confidence in one's abilities, a can-do attitude, a positive outlook, and an upbeat outlook on the future. These four should be included because they are based on theory and research, have a positive meaning, can be measured objectively, are like a situation, and influence people's moods, actions, productivity, and happiness in general (Luthans & Youssef-Morgan, 2017b).

In Luthans and Youssess-Morgan’s (2017) study, they identified four PsyCap key sub-variables which are hope, efficacy, resilience, and optimism. These four themes are defined and discussed in their study. Hope is described as "a positive motivational state based on an actively formed feeling of successful (a) agency (goal-directed energy) and (b) paths (goal-meeting planning)". Hope has two main parts: agency, or the will to pursue goals; and routes, or the ability to find different ways to reach goals when problems get in the way of plans. "Efficacy" is defined as "the individual's belief

or confidence in his or her skills to generate the motivation, cognitive resources, or courses of action needed to do a certain activity successfully in a given setting". Resilience is the ability to get back on your feet after adversity, disagreement, failure, or even good things, progress, and more responsibility (Luthans, 2002, p. 702). Optimism is a way of explaining things in a positive way, where good things happen because of personal, permanent, and pervasive reasons and bad things happen because of external, temporary, and situational reasons (Luthans & Youssef-Morgan, 2017).

Luthans and Youssef-Morgan (2017, p. 550) suggest that PsyCap themes or sub-variables all have a sense of control, intentionality, and agentic goal pursuit in common. They also have in common a "positive assessment of conditions and likelihood of success based on motivated work and tenacity". The key themes of PsyCap can be used by management to encourage employees to do things that are good for the organisation and to discourage things like stress at work (Adeel et al., (2019)

Furthermore, over the last ten years, there has been a proliferation of studies on PsyCap. There has been a big increase in the amount of real-world research that looks at how PsyCap might affect employee performance, behaviour, and attitudes. According to the research of other academics, knowing the factors that affect the development of PsyCap can help organisations create programmes that are meant to improve the PsyCap of individuals through the design of workplace structures, especially significant processes, and leadership programmes. Recent research has looked at how PsyCap acts as a link between transformative and authentic leadership behaviour and the results of both individual and teamwork (Newman et al., 2014).

Previous studies conducted on the topic of psychological capital argued that PsyCap is a significant asset that paves the way for positive outcomes (Luthans & Youssef-Morgan, 2017b). The purpose of this study is to test the hypothesis that PsyCap does have a negative influence on employee workplace anxiety and to acquire more information about this topic. But when I looked at the research papers from before, the researcher did not find any evidence that PsyCap was found to have a negative outcome. Before trying to answer the research question posed by this study, it is

important to understand both what causes anxiety in the workplace and why it matters.

In conclusion, in this study, PsyCap is recognised as one of the moderators between WFH stresses and EWA. This study looks at the role of PsyCap, a set of positive psychological resources that includes optimism, hope, a sense of competence, and resilience, in mediating the link between WFH stressors and employee workplace stressors.

2.4. EMPLOYEE WORKPLACE ANXIETY (EWA)

It is important to first understand anxiety before discussing workplace anxiety. A lot of research has been done on anxiety and a definition of anxiety exists. According to Lazarus (1991), anxiety is defined as a person's emotional reaction to the instability, uncertainty, and fear caused by one or more components of a particular job, and it is linked to unfavourable consequences both personally and professionally. According to Çelikkalp et al. (2021), anxiety, in its broadest sense, can be understood as "to be triggered", "an unpleasant emotion", and "a feature" in reaction to circumstances that are viewed as "dangerous" or "threatening". Both state and trait anxiety are included in the category of anxiety. Having excessive anxiety, on the other hand, is a sign of an unhealthy condition. According to studies on stress and anxiety, individuals' health and organisational effectiveness are significantly impacted by the physiological and psychological deterioration that happens in high-pressure work environments (Çelikkalp et al., 2021).

Anxiety is a natural response that people have when faced with intense fear or stressful events. One form of anxiety is described as a condition in which an adaptive and motivational impact is exerted on one's coping and behavioural adaptations. After the event in question has concluded, the sense of anxiousness will gradually go away. Anxiety, on the other hand, can manifest itself in varying degrees of intensity and entails a concern for the here and now (Savolainen et al., 2021).

Only a few studies on job anxiety, in general, have been done, so the study on anxiety as a strain in the workplace is limited. According to Cheng and McCarthy (2018), Anxiety in the workplace is a response to pressures manifesting as stress symptoms. It is characterised by emotions of nervousness, unease, and stress around work performance. Cheng and McCarthy (2018) further explain it as "a short-term, acute emotion generated by a specific incident and can be triggered by any threatening event". In the case of this study, the specific incident will be the sudden change in the working environment and ways of work caused by the global pandemic. In the past, researchers have shown that anxiety may have both beneficial and detrimental impacts on performance. As a result, it is possible to conjure up unsettling ideas, indicating that it is something that should be avoided. On the other hand, there are circumstances in which worry might improve performance (Cheng & McCarthy, 2018).

A theory of workplace anxiety was established by Cheng and McCarthy, (2018) to better comprehend the principles and model parameters that define how and when both dispositional and situational workplace anxiety may exert negative and positive effects on job performance. This theory was made to explain how and when both situational and trait-based anxiety in the workplace can have these effects. Employees' anxiety levels fluctuate daily at work. Situation-based workplace anxiety is likely to peak numerous times throughout a given workday, week, or month. Employees who are anxious in various scenarios are more prone to perceive situations as threatening from a dispositional standpoint. For a thorough understanding of workplace anxiety, both dispositional and situational levels must be considered (Cheng & McCarthy, 2018).

On the individual level, different job factors may trigger workplace anxiety and some studies have focused on workplace identity as another factor causing workplace anxiety. Kouchaki and Desai, (2015) discovered that anxiety affects creative performance negatively. Workplace anxiety may stifle employee creativity by affecting cognition—anxious people think more primitively than calm people. They further argue that workplace anxiety can make an individual commit unethical behaviour if they feel threatened; managing a safe working environment with no physical threats reduces anxiety and unethical behaviours from employees (Kouchaki & Desai, 2015). Secondly, their study suggests that workplace anxiety harms employee innovation

behaviour due to work-related identity discrepancies. Lastly, it was revealed that workplace identity mismatch has a favourable effect on workplace anxiety, which in turn harms employee innovation behaviour (Kouchaki & Desai, 2015).

On an organisational level, every place of work has things that could cause anxiety. It is important to understand the research that has been done and the discoveries that have been made in this field. Previous studies on workplace anxiety confirm that results-oriented organisations together with other cultural norms may trigger worry at work and workplace anxiety (Yip et al., 2020). Therefore, understanding the triggers of workplace anxiety and managing those contributory factors is important for any organisation. Other academics suggest that a person may feel anxious at work if they are given too many tasks and too much information. They suggest that physically healthy workers are more likely to have low levels of anxiety at work and that older workers also have lower levels of anxiety (Wang et al., 2022).

On the positive outcomes of anxiety, some scholars suggest that it is natural to feel anxious and concerned. When anxiety and concern are kept in check, they can be beneficial because they encourage people to stay focused on their goals and perform better in their activities. This is considered the advantageous result of having anxiety as cited by Kouchaki and Desai (2015). There is a problem with the fact that research has paid less attention to the good things that can come from anxiety.

Since the start of the COVID-19 pandemic, more recent studies on WFH have shown that employees in a wide range of professions are having problems like work-life imbalance, work ambiguity, and increased workload, which all lead to more stress, anxiety and less motivation (Waizenegger et al., 2020). Employees experienced high levels of anxiety because of the worldwide pandemic. Nevertheless, further study is required to understand the underlying risk factors and to uncover possible protective variables of COVID-19 anxiety among employees. It is possible that workers who are anxious about the COVID-19 situation would not only be less productive and less able to concentrate on their work, but this may also have a severe influence on their general wellness. For this study, the focus was on understanding the influence of WFH stressors and psychological factors on EWA. This study will contribute the required factors for future studies of EWA and will assist in the understanding of the

psychological coping mechanisms and protective variables under extraordinary conditions.

These days, workers rely significantly on digital devices to do their daily tasks, and some academics have proposed that doing so might mitigate the dysfunctional effects of workplace anxiety caused by WFH. The goal of this study is to find out if people who felt anxious during involuntary WFH caused by COVID-19 found that using digital devices made them feel better and explore DT's potential role as a moderator (Rangarajan et al., 2022).

2.5. DIGITAL TECHNOLOGY (DT)

Digital technologies (DTs) are becoming increasingly pervasive, making regular interaction with them essential for getting work done. Some people report feeling more stressed out because of how much they use digital technologies (DTs). This is called "technostress" which is caused by the anxiety of using the DTs. Technostress has received little attention despite the vastness of the stress study field (Ayyagari et al., 2011).

Venkatesh et al. (2003) also confirm in their study that it is now necessary for individuals to have a constant engagement with information and communication technologies (ICTs) to be successful in their profession. There is evidence in the form of academic publications, popular press, and anecdotal evidence to imply that individuals' stress levels have increased as a direct result of their greater use of DTs.

Ayyagari et al. (2011) argue that using technologies based on compliance rather than voluntary adoption leads to a conflict between values and supplies. The user must find the use of technologies useful because it will be easy for them to adapt and get to experience the benefits provided by technologies of improving people's skills to complete tasks faster or more efficiently, lowering their perception of time.

The assumption made by this study is that adopting the use of technologies will reduce WFH stressors and their impact on workplace anxiety. The purpose of this study is to further investigate and test the third hypothesis that digital technologies will moderate the association between WFH stressors and workplace anxiety. This study uses digital technology as the organisational support structure provided to employees with WFH and it was included to evaluate if it can moderate the influence of WFH stressors causing workplace anxiety.

2.6. THEORY MODEL: TRANSACTIONAL THEORY OF STRESS AND COPING (TTSC) BY FOLKMAN AND LAZARUS (1996)

Folkman and Lazarus (1966) developed the transactional theory of stress and coping (TTSC). The theory examines how major life experiences, as well as ordinary events, affect emotions. The TTSC is a paradigm for assessing threats and challenges. The outcome of this assessment is a description of the procedure for dealing with stressful situations. The theory's focus is on cognitive appraisal and managing stress (coping) (Folkman & Lazarus, 1988). According to the transactional theory of stress challenge, the hindrance framework provides two dimensions of stress that both cause strains, such as anxiety and burnout (Zhang et al., 2014). Two different people may encounter the same stressful event. However, they will respond differently because their response is influenced by how an individual perceives the stressful event and available options for coping.

This theory was chosen for this study because it will assist in assessing, clarifying, and predicting unobserved relationships. It is used to guide research on the influence of the WFH stressors and PsyCap on workplace anxiety among employees that have been working from home since the COVID-19 pandemic. WFH was a situational event imposed on employees unplanned and the study aims to understand the influence of the identified WFH stressors and PsyCap on workplace anxiety. Using digital technologies is one of the supporting coping mechanisms provided by employers during this period, and as part of the study, the theory will be used to assess if the coping mechanisms used in situations that cause WFH stressors create positive or negative outcomes.

Folkman (2008) argues that negative emotions were frequently used to explain the stress response. However, evidence shows happy emotions co-occurred with negative emotions during extremely stressful situations, suggesting that positive emotions could play a role in stress management. As mentioned by Folkman (1997), “Positive emotions during difficult times have been observed in previous studies. Emotions are influenced by cognitive appraisal of the importance of the person-environment interaction for an individual's well-being and the coping alternatives available.”

The TTSC model process displayed in figure 1 explains that an occurring stressful event can be either personal or situational which will have influencing stressors. In this study, WFH stressors will be assessed as influencing factors. These can be assessed during the appraisal stage and in two stages of primary and secondary appraisal. According to Folkman (2008), in the appraisal stage, emotion is evoked throughout the process. The appraisal and its accompanying emotions affect coping processes, which alter with the person-environment interaction. The coping process can be either emotional focused or problem-solving. Psychological capital is used as a coping mechanism on an emotional focus that an employee can use to cope with situational WFH stressors. Digital technologies are used as a problem-solving coping mechanism provided by the employer. The coping mechanism of the affected person will determine the outcome of the event. This all happens as part of the transaction process. The outcome can either be positive or negative, and it can be short-term or long-term.

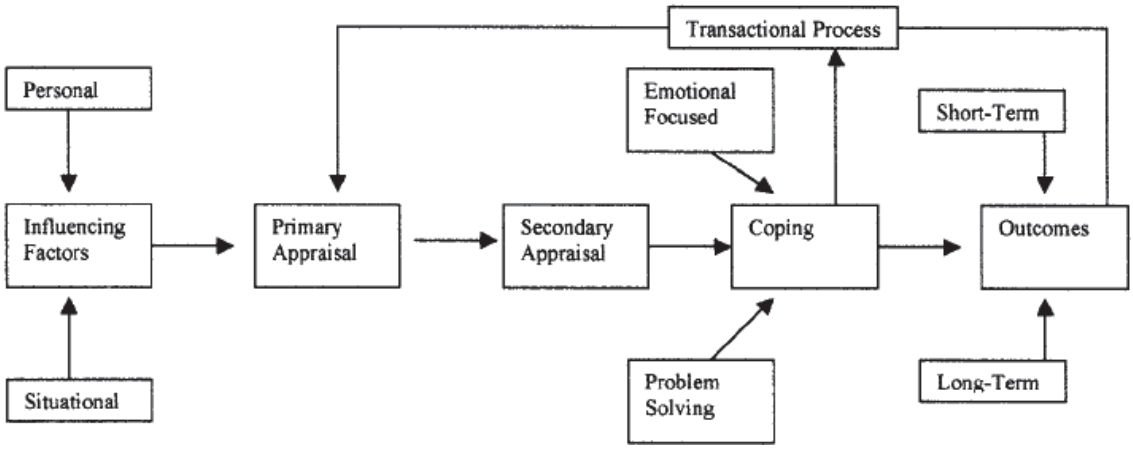

Figure 1: Transactional Theory of Stress and Coping (TTSC) Model

Source https://www.pinterest.com/pin/psychotherapy-selections--349240146104684303/

2.7. STUDY CONCEPTUAL MODEL/HYPOTHESISED FRAMEWORK

In this study, work-from-home (WFH) stressors, PsyCap and digital technologies (DTs) represent the key independent variables. Both PsyCap and DTs act as moderators of the association between WFH stressors and employee workplace anxiety (EWA). The proposed model or framework for this study is as below and the hypotheses are discussed in detail in the next chapter.

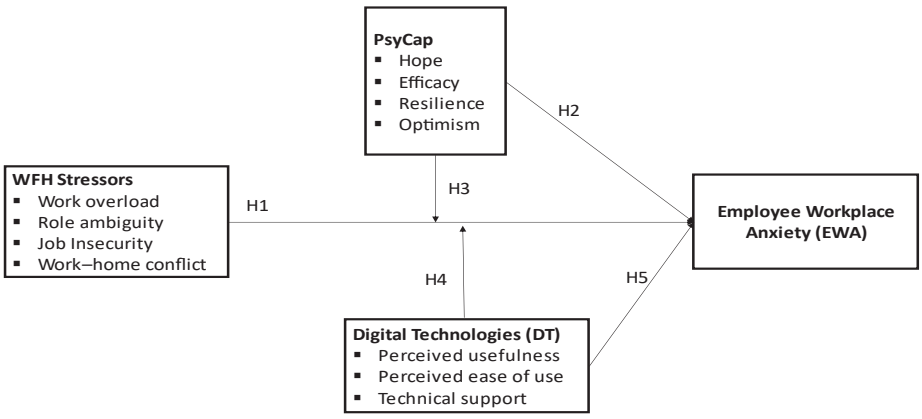

Figure 2: Study Proposed Framework / Model

2.8. CONCLUSION

This study was carried out following the research problem statement presented in section 1.5 and to achieve the research objectives outlined in section 1.3. Before beginning the study, itself, it was essential to first identify all the topics that emerged from it and figure out where those ideas originated. It was also of the utmost importance that literature is compiled to draw attention to the voids in the academic area that this research is attempting to fill. Some of the constructs have received insufficient research, and for others, there is insufficient evidence to dispute because the corresponding literature is not readily available. This shows that this study is needed, and the people working on it plan to add some of their results to the existing research so that new points of view can be found.

Together with the facts from the research objectives, the findings from the literature review helped to form the main research question and development of the hypothesis that will be tested and added to the discussion in Chapter 3.

CHAPTER 3: RESEARCH QUESTIONS AND HYPOTHESES

3.1. RESEARCH QUESTIONS

For this study, the primary research question is “What is the influence of WFH stressors, PsyCap and DT on employee workplace anxiety since the COVID-19 pandemic?”. Köhler et al. (2017) in their study about the role of design and methods say that the first step to a good research paper is to have a good research question that addresses the research problem.

This research question will help to address the identified research problem indicated in section 1.5. The questions on the survey form came from a few relevant previous studies. These questions were used to break down the hypothesis that was being tested.

3.2. HYPOTHESIS

As part of this research, five hypotheses were developed to acquire further comprehension and responses to the primary research topic. The limits of earlier research and the research gaps that were described in section 2 of the literature review were important factors that impacted the development of these hypotheses.

H1. WFH stressors (i.e., role ambiguity, work overload, job insecurity, and work-home conflict) are positively related to workplace anxiety.

The questions that were utilised to perform the WFH stressors analysis were taken directly from the research that was done by Rangarajan et al. (2022). The questions broke down each of the four sub-variables of WFH that were presented in section 2.2 of the research study. At this point, the participants were polled with questions concerning the WFH stressors to study the function that each sub-variable played, examine the influence that they had on individuals, and gain an understanding of how they felt.

Questions used to unpack employee workplace anxiety were adopted from the study conducted by (Cheng & McCarthy, 2016). The study's questions were utilised to better understand the causes of workers' anxiety in the workplace.

The purpose of these inquiries was to examine the hypothesis and determine whether there is a positive correlation between WFH stressors and workplace anxiety among workers and to learn about any previously unknown connections between these two variables.

H2. PsyCap (i.e., hope, efficacy, resilience, optimism) is negatively related to EWA.

To figure out the PsyCap role and influence in the effects of WFH stressors on EWA in this study, it was necessary to test the above hypothesis. In conducting this analysis, questions from a study by Luthans and Youssef-Morgan (2017) were utilised for the survey. This was done to acquire a deeper understanding as most of the research identified PsyCap as a collection of positive psychological resources, which may be utilised to comprehend the relationship between PsyCap and EWA. In this study, it is assumed that PsyCap has a negative correlation with EWA.

H3. PsyCap will moderate the association between WFH stressors and EWA.
This is to understand the effect of PsyCap and if it will influence moderation between WFH stressors and EWA.

H4. Digital technologies (i.e., perceived usefulness, perceived ease of use, and technical support) will moderate the association between WFH stressors and workplace anxiety.

In this investigation, it is assumed that digital technologies serve as a moderator between WFH stressors and EWA. How and whether they are helping individuals minimise or raise WFH stressors and EWA is the question. Consequently, it is essential to comprehend how individuals interpret DTs. Consequently, it was necessary to test this hypothesis

H5. Digital technologies (i.e., perceived usefulness, perceived ease of use, and technical support) are negatively related to EWA.

This is to investigate the role of DT and its influence on the effect of WFH stressors on EWA.

To perform this research and evaluate the identified hypothesis, the researcher needs to have a methodology in place, which is covered in depth in the next chapter.

CHAPTER 4: RESEARCH METHODOLOGY

This chapter provides an overview of the study's guiding philosophy, and the parts that follow provide further information on the study's procedures, including the research design, the methods employed, and the data analysis techniques. The conclusion of the chapter discusses research limitations. The diagram below provides an overview of the research methodology employed in this study.

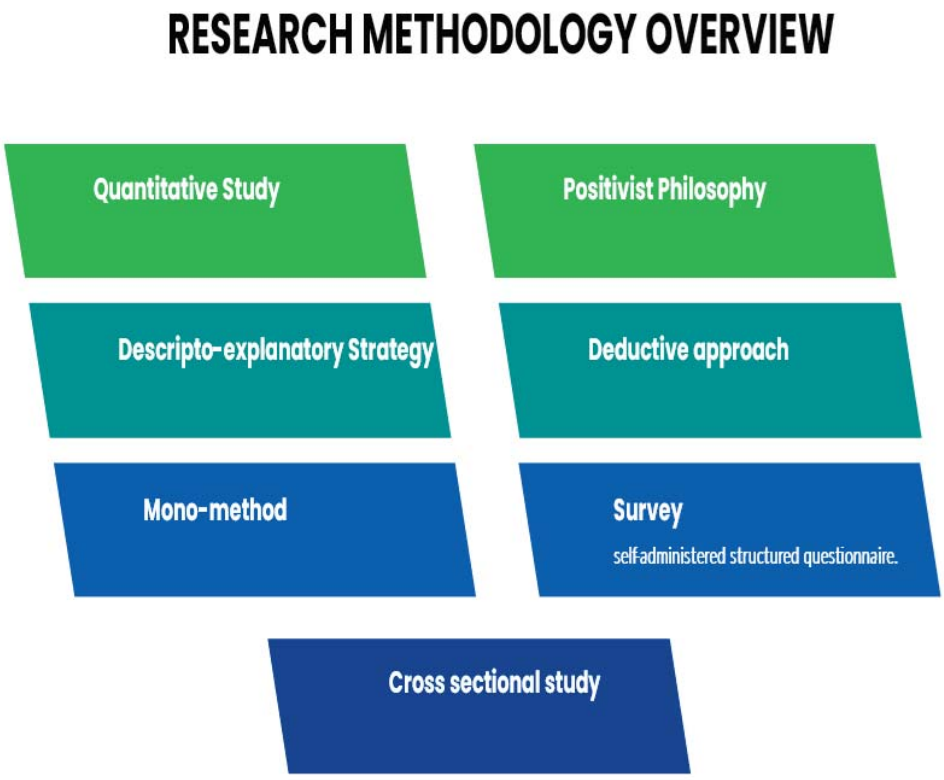

Figure 3: Research Methodology Overview

4.1. PURPOSE OF RESEARCH DESIGN

The methodology approach used for this study was a **quantitative study**. According to Yilmaz (2013), quantitative research uses research frameworks in social science. The rationale behind the selection of this approach for this study was because the quantitative study is more scientific, and data is collected and analysed statistically to eliminate bias. The second rationale was influenced by the fact that it is known as the approach that provides insights that can be used for decision-making. Lastly, It is known as the approach that has less ambiguity and is more structured and that it assists the researcher to keep focus.

This approach was used to statistically assess the relationship between listed variables, using the **descriptive study** to investigate profile events and people, what, who, when and where to answer the why and how (**descripto-explanatory**) (Pearson, 2017). The study objective was to answer the research question and determine the influence caused by WFH stressors and psychological capital (PsyCap) on workplace anxiety, unpack in-depth the relationship between these variables and advance knowledge. Another objective was to test, analyse and identify a positive or negative relationship in the hypothesis listed above.

4.1.1. PHILOSOPHY

According to Köhler et al. (2017),) quantitative study is mostly associated with positivism because it is mostly used to collect data using very strict statistical methods. This study followed the same methodology **approach of positivism.** This was because the study aimed to find information about research from the participants that will be used to explain the relationship influence between the identified variables to advance knowledge. For this to be achieved it was important to select the approach, which was promoting the use of only tested, trustworthy information without bias and with facts. Positivism allows the researcher to have a limited role in data interpretation, to remain objective and use the facts from data collected and analysed because science does not use common sense but only facts.

4.1.2. APPROACH SELECTED

Scandura and Williams (2000) argue that a **deductive approach** is mostly associated with science as it studies what others have studied, tests the hypothesis, and uses existing theory. In this study, an existing theory related to this field of study was used including the testing of the hypothesis to see if there are any causal relationships. The theory of this study is called “The transactional theory of stress and coping”; it has been used by many authors in many different studies and has been reviewed by other authors.

Therefore, since this was a quantitative study, a deductive approach was employed. The reason behind the selection of this approach was because of its positive benefits. The benefits of the deductive approach include the ability to explain relationships between concepts and variables as well as the ability to quantify concepts. This approach is known as the most used for quantitative studies.

4.1.3. METHODOLOGICAL CHOICES

A **mono-methodological** approach was used in this study because a single data collection technique or method was used for this study. Numerical data was used to analyse the data and quantify the findings. According to Köhler et al. (2017), mono methods in quantitative research are used for a single method of data collection.

4.1.4. STRATEGY

Therefore, the research strategy used to collect data for this study was a non-experimental research tool using a **self-administered online survey**. Questions were designed based on similar previous studies’ questionnaires and questions were closed-ended. The reason behind the selection of this strategy was that it can be completed online and be easily accessible; it saves time and allowed the researcher to reach out to many participants at the same time.

4.1.6. TIME HORIZON

The time dimension for this research was a **cross-sectional study** because this study was conducted for academic research which has a short, specified period.

4.2. DESIGN

4.2.1. THE POPULATION

In general, a population in research is defined as “any group of units that has been clearly specified” (Bonett & Wright, 2007, p. 648). For this study, the population was defined as the individuals or employees that had to work from home due to the COVID-19 pandemic. The study was conducted on both male and female professionals aged 18 to 65 years old. These are employees that operate in a corporate setting and have always worked from 9 A.M. to 5 P.M., with no opportunity to work from home before the pandemic.

The target populations were individuals/employees working in state-owned companies (SOCs). The reason for this target population selection was because of the researcher’s discretion due to the availability of participants.

4.2.2. THE UNIT OF ANALYSIS

This study examined, from the point of view of employees, the influence of WFH stressors and PsyCap on employee anxiety experienced in the workplace. **The individual will serve as the unit of analysis** for this investigation.

4.2.3. SAMPLING METHOD AND SIZE

Purposive sampling, a non-probability sampling method, was used for this research study. The researcher used her contacts from various SOCs to access participants. A survey link was sent to the contacts, and they were asked to distribute the link to other people they work with. The sample was strictly SOC employees working from home since the COVID-19 pandemic started. The total sample size of participants who completed the survey was 162.

4.2.4. MEASUREMENT INSTRUMENT

An online self-administered survey was used as a data collection tool for this study, and it was said to be the best tool for deductive studies (Köhler et al., 2017). The survey's questions used were closed-ended. The survey questionnaire was used to collect data required to answer the research main question, to test the three identified hypotheses and to meet research objectives (Ekinci, 2015). For the survey questions design, the questions were adopted from the key articles used for the literature review as per the discussion in section 2 to ensure content validity and construct validity. A summary of the literature used for survey questions is presented at the end of this section.

The use of self-administered surveys reduced interview bias, saved time by allowing the researcher to distribute the survey to multiple people at once, and was a cost-effective approach. Respondents were asked to answer the same questions in the same order, which resulted in receiving consistent findings.

All research constructs formed part of the survey questionnaire and were divided into different sections with all the subsections related to each construct. This was used to examine the relationship between the variables. A seven-point Likert scale was utilised to quantify the differences and similarities in this investigation.

Strongly Disagree	1
Disagree	2
Somewhat Disagree	3
Neither Agree nor Disagree	4
Somewhat Agree	5
Agree	6
Strongly Agree	7

Table 2: Seven Point Scale Description

The reason behind the selection of this measurement instrument was that core journals were used for this study, and their studies were conducted using the same scale. This was to ensure the results of this study are measured in the same way that

previous studies were conducted. In addition, rules of no ambiguous words and no use of jargon were followed (Rangarajan et al., 2022).

For referral purposes, see Appendix A for the survey questionnaire.

Variables, measures of the studied variables, number of items and supporting literature			
Variables	**Measures of the studied variable**	**Items**	**Supporting literature**
WFH stressors	Work overload	4	Rangarajan et al. (2021)
	Role ambiguity	4	
	Job Insecurity	5	
	Work Home Conflict	3	
PsyCap	I-PCQ combined measure used to measure Hope, Self -efficacy, optimism, and resilience.	10	Luthans & Morgan (2017)
EWA	Workplace anxiety	8	McCarthy & Cheng (2016)
DT	Perceived use	4	Rangarajan et al. (2021)
	Perceived ease	3	
	Technical support	5	

Table 3: List of Literature for the Adopted Survey Questionnaire

4.2.5 DATA GATHERING PROCESS

An online survey method was employed for data collection because it was convenient and was able to reach the greatest number of individuals. Another reason for using an online survey was the fact that results were collected in real-time. The survey was self-administered voluntarily by participants and their identity was kept anonymous with no use of names. The participants were asked to give their consent if they would like to take part in the study, and if they did not grant their consent, they were unable to continue with the completion of the survey. Maintaining the confidentiality of the information was a top priority. The consent information was included in the survey.

Preliminary testing was carried out on 19 July 2022, immediately after obtaining approval for ethical clearance. The survey was sent to a total of 15 distinct people using WhatsApp; however, only 10 of them responded to it. The feedback that was obtained included a suggestion to include a description of each of the constructs to provide an idea of what the survey is about; this request was approved and implemented into the survey.

The second remark suggested that rather than using an abbreviation for SOC, the term should be written out in its entirety along with a brief explanation of what a state-owned corporation is. This suggestion was taken into consideration and modified.

The other criticism was of the demographic information, and it suggested adding a neutral option under gender to accommodate people who might not wish to reveal their gender. The modification was affected by this suggestion. Others responded and said they were happy with the questions. After these modifications were implemented, data collection finally got underway.

The survey was made available to participants over a variety of online platforms, including but not limited to email, WhatsApp, and LinkedIn. This strategy was found to be the most effective method to use to decrease the risk of human interaction. Several attempts were made to those nonresponsive participants. One of the difficulties encountered throughout this process was the delayed response rate after distributing the link to so many individuals. However, the weekly reminders were a good idea because the numbers usually increased after they were sent. A reminder was sent via all mentioned platforms every week. This method was found to be effective because participants were still working from home, COVID-19 is still in existence, and this strategy was the best to use.

The date on which data collection began was 21 July 2022 and it was scheduled to end on 5 September 2022. Data was collected for six weeks, which turned out to be enough time to make sure that enough information was gathered. The survey response acceptance was closed after six weeks since the number of respondents exceeded the number of prior core articles published on this topic. About 150 people

took part in the previous studies and articles that this study is based on which were used for the literature.

4.2.6 ANALYSIS APPROACH

Collected data were exported to Excel from Google Forms and were safely stored in an accessible format using Google Drive and iCloud for a minimum period of 10 years. The coding of data commenced right after the survey data acceptance was closed. The codes were divided up into groups based on their shared significance and relationship to one another (Saunders & Lewis, 2018). Data were then exported to the electronic tool used for data analysis. IBM SPSS Statistics 28 was used as the electronic tool used for the data analysis approach. It is important to highlight the fact that great effort was made to ensure that good results would be obtained by ensuring that the significant level of acceptance for this study in all the tests employed was 95% or above.

In the first part of the survey, participants filled out a questionnaire meant to elicit descriptive information. It was done so that we could learn more about the participants' demographics and use that knowledge in the research. It should come as no surprise that descriptive statistics were utilised to well characterise something concerning either a sample or a population. The most important part of the description is based on numbers because it involves using a formula, which is a numerical measure, to define the quality of some populations or samples (Denis, 2020).

For the demographics analysis, numerical data with nominal as the measure were used, and numerical data with interval scale as the measure were used for the interval data (Likert scale questions). The Likert scale items made up the survey's second section. In preparation for descriptive data analysis, descriptive statistics were produced with results to give context to the sample obtained.

Chapter 3.2 indicates that five hypotheses should be examined for this study. The hypotheses must be tested to accomplish the goals of the study and provide an answer to the primary research question. To respond to these hypotheses, the following tests were necessary: The correlation test was employed to evaluate hypotheses since it

measures the link between two variables and describes their strength. When talking about correlations, it is important to remember that the presence of a correlation does not mean that there is a cause. These hypotheses aim to determine if the association is positive or negative.

A Pearson correlation analysis was used for the relationship analysis because Pearson's (r) is best used when you want to look at the linear relationship between two continuous variables (Denis, 2020). For correlation tests to be done, the assumption was that there is a level of measurement, that the variables are related pairs, that there are no outliers, and that there is linearity.

To interpret the Pearson analysis for the results, the following theory was used as a guide to indicate the strength of the relationship between the two tested variables. The relation can be positive or negative. According to Greasley (2007), “Positive or negative correlation specifies the direction and intensity of a link between two interval variables.

- Positive correlation: an increase in one variable's values relates to an increase in the other variable's values.
- Negative correlation: an increase in one variable's values relates to a decrease in another variable's values.”

As a rule of thumb, a correlation value between 0.1 and 0.4 is considered weak, while a number greater than 0.5 is considered strong (Cohen, 1988, as cited by Greasley, 2007). If a correlation coefficient is equal to 0, then there is no connection between the two variables being measured. The table below will be the guide.

Table 5.1 The strength of a correlation

Negative correlation											*Positive correlation*										
−1	−.9	−.8	−.7	−.6	−.5	−.4	−.3	−.2	−.1	**0**	.1	.2	.3	.4	.5	.6	.7	.8	.9	+1
Strong negative						Weak positive					Weak positive					Strong positive				

Table 4: Correlation Guide Adopted from Greasley (2007)

https://ebookcentral.proquest.com/lib/pretoria-ebooks/detail.action?docID=332717.

The next step was to evaluate if the correlation significance and accepted significance ranged between these figures. ** Correlation is significant at the 0.01 level and * correlation is significant at the 0.05 level. Any results that were found to be in this range were accepted.

As part of testing the hypothesis, linear regression was used together with several hierarchical regression analyses (Jaccard et al., 1990) and coefficient effect significance was used to determine the results of the effect. A moderation was carried out. The reasons for the selection of the tests were, firstly, that hierarchical regression is suitable when a researcher wants to see how control variables affect other variables and to understand the impact of different variables on the dependent variable (Cohen & Cohen, 1983). Secondly, it is because this is a good way to find out whether the moderators have any effect on the topic being investigated.

A moderation test was used to evaluate the effect of the moderator between the two variables and to determine the strength between the two variables. According to Aguinis & Gottfredson (2010) Interaction effects, sometimes called moderating effects, show whether a relationship between two variables is stronger or weaker as a function of a third variable's strength. A third (moderator) variable's value determines the strength of a relationship between two (dependent) variables or the effect that one has on the other (independent). Moderated multiple regression (MMR) is one of the best statistical tools for figuring out how multiple effects work together.

To conduct the analysis first, control variables like age, gender, race, work status, job level, income, and the number of financially dependent children of the participants were put into regression models (Models 1–4). Because our suggested approach includes several different moderators' the primary model was created as part of the analysis with sub-categorical models for each variable.

The product of WFH*PsyCap and WFH*DT was used to assess the moderation effect. Eleven regressions were conducted and if the interactions between PsyCap and WFH stressor and EWA were significant, then this would reveal that PsyCap has a moderating effect on the relationship between WFH stressor and EWA. Furthermore, if the interaction between DT and WFH stressor and EWA were significant, then this

would reveal that DT has a moderating effect on WFH and EWA. All results of the above-mentioned tests are presented in Chapter 5 and discussed in Chapter 6.

4.2.7 QUALITY CONTROLS

The study must be reliable, and for this study to be reliable, the questions on the measuring instrument must be validated. Not only must it be reliable, but the questions used must also be proven to be valid. The correctness of the data and the objectivity of the findings are both important aspects of validity (Cho & Trent, 2006). For this study, a Pearson correlation was used to determine the validity of the constructs. Cronbach's alpha was used to test internal consistency and determine if constructs were measured similarly (Hair et al., 2017). Later, factor analysis was used to determine how many factors each construct could use to further analyse the study hypothesis.

Reducing dimensionality, also called factor analysis, is the process of reducing many measured and observable variables to a smaller number of unobservable latent variables that share a common variance (Bartholomew et al., 2011). Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) are the two basic factor analysis approaches (CFA). In this study, exploratory factor analysis was the one used to conduct the variable reduction technique. This was done to make sure that only correct and reliable information was used to come up with study results (Yilmaz, 2013). The researcher conducted a normality test of the dependent variable using SPSS with the assumption that the dependable variable is approximately normally distributed. The results are presented in Chapter 5.

Numerical descriptive statistics tests were used to determine the dependent variable EWA's normality. The P-value of Skewness and Kurtosis will be used to display the results. Histogram bars will be used in the graphic to display the results. This is so that incorrect interpretations may be avoided. A statistical test has the benefit of producing an objective judgment. The tests' underlying presumptions include Skewness' sake. The value is right skewed if it is bigger than +1.0. The distribution is left skewed if the value is less than -1.0. If the result for Kurtosis is higher than +1.0, the distribution is leptokurtic. If the result is less than 1.0, the platykurtic distribution applies. When the

distribution of scores for both variables have a negative kurtosis, which means that it is flatter than normal or platykurtic, and the skewness is very close to zero, it suggests that the distribution is not skewed (Shapiro and Wilk ,1965; Razali and Wah,2011).

The questions about descriptive analysis, the constructs and variables, and the moderators were all put through these tests. Results are shared in Chapter 5 and discussed in Chapter 6. An analysis was undertaken for each mentioned construct and variable. It is also crucial to make sure that the internal validity conforms if the study is answering the research question and showing the causal relationships between the constructs (Yilmaz, 2013).

4.2.8 RESEARCH ETHICS

Before beginning data collection, the researcher got approval from the Gordon Institute of Business Science (GIBS) Ethics Committee. A consent declaration tab was provided in the study survey, and each participant was required to provide consent before finishing the survey.

4.2.9. LIMITATIONS

RESEARCHER BIAS

In general, most studies have investigated the effects of WFH stressors like position ambiguity, job insecurity, work overload, and work-home conflict on and workplace anxiety to WFH programmes. However, there is not much written about how adoption or outcomes are measured or what they are (Rangarajan et al., 2022a).

SAMPLING BIAS

The research was based only on the responses from SOCs and involved the administration of questionnaires to remote workers in various companies. While this could help with generalisability, it is essential to keep in mind that selecting one business to concentrate on can lead to a more unified understanding of how specific it is. But it is important for both academics and businesspeople that the studies be done in other areas of business as well, to gain insights from other business areas.

RESPONDENT BIAS

Throughout the process of the descriptive analysis, it became clear that many of the respondents were of African descent, and the gap between other groups was significant. It is important to keep in mind that the study may have certain biases in the way that different races are represented. Even though members of different races were represented, the disparity was quite large.

CHAPTER 5: FINDINGS AND RESULTS

In this chapter, the primary objective is to provide a high-level overview of the survey results and findings to paint a picture of what the results of the research are. After all the data had been collected, the next step was to analyse it. To do the analysis, the IBM SPSSS program was utilised. Demographics are the topic of discussion in the first part of the results. It is very important to know a lot about the backgrounds of the people who took part in this study.

5.1. A DESCRIPTION OF THE SAMPLE OBTAINED

Following data validation, it was determined that a detailed description of the sample obtained was required, necessitating a descriptive analysis of demographics and construct questions. In the first section of the presentation of the results, the discussion is about the demographic data and the second section of this section will present construct data.

5.1.1. DEMOGRAPHIC AND DESCRIPTIVE DATA

An analysis of demographic data included participants' gender, age, race/ethnicity, number of children financially dependent on the participant, position level, employment status and income. The researcher thought these were the most crucial characteristics that might be used to characterise the participants, and that this background knowledge would prove useful when discussing the results and drawing conclusions. Below are the results presented in graphs.

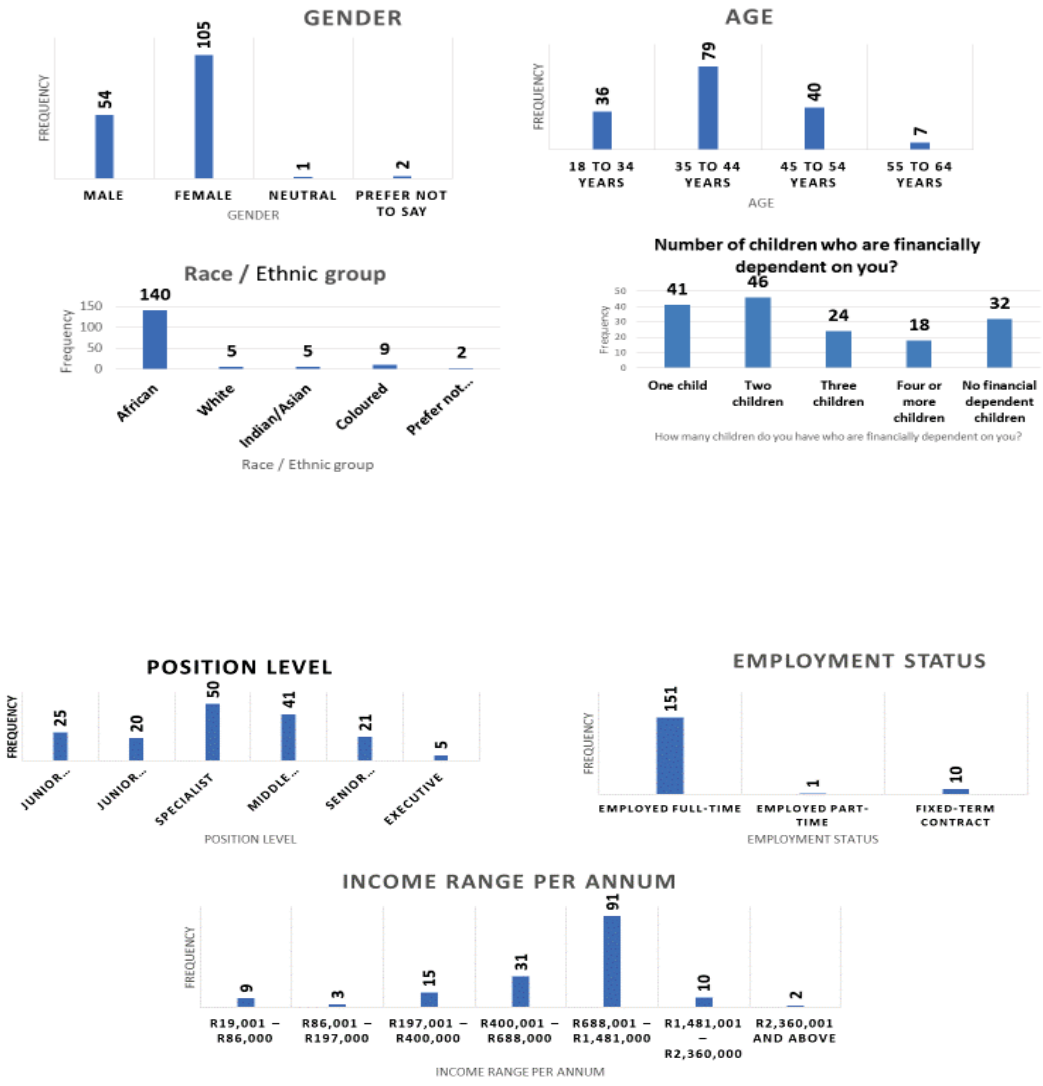

Figure 4: Demographic Results

Findings:

Based on this data, we can establish that from the sample, most of the respondents were female with 105 **(64.8%)** representation in proportion. The male representation was 54 (**33.3%)**. Two people, or **(1.2%)**, chose not to disclose their gender status, while one person, or 0.6%, was neutral regarding their gender identity. Total responses (N= 162). The gender groups were all presented. The researcher did more research to find out how old the participants were, and the results are shown below.

The above accompanying graph reveals that most respondents 79 were between the ages of 35 and 44, with a percentage of **48.8%**, followed by those between the ages of 45 and 54, with 40 respondents and a percentage of **24.7%**. The next age range is 18–34 years, with 36 individuals participating and a percentage of **22.2%**, while the final one is 55–64 years, with seven people participating and a percentage of 4.3%. It is safe to conclude that all age groups were well represented.

To give the descriptions of the participants more context, their race and ethnicity were looked at, and the findings indicated that the race that was most represented in this sector was the African race, with a total of 140 individuals and a percentage of **86.4%**, followed by the coloured race, which had nine people and a percentage of **5.6%**. There are five people of the white race and five people of the Indian race, each with a proportion of **3.1%**. The final two people had a percentage of **1.2%** and they preferred not to disclose their race. This does not fairly show people of different races; the difference is big, so the results may be biased.

In addition, knowing whether these individuals have children financially dependent on them, knowing their job level, employment status and their annual income range were also important to understand factors that may contribute to their WFH stressor and anxiety. Given that the focus of the research is on the influence of WFH stressors, it is crucial to establish some background on these issues and make sure they do not influence EWA.

5.1.2. CONSTRUCTS DESCRIPTIVE DATA

The study constructs and associated variables were subjected to descriptive analysis. The questionnaire survey utilised for this study is included as an appendix for reference. Since the questions are so long, the results show only the codes used to analyse the data instead of the original query. The means and standard deviation for all questions used are presented in each table. The four constructs that were analysed included WFH stressor, PsyCap, EWA and DT. Their variables are listed in each table of results. The questions represented by the variable codes used in the tables are defined in the survey questionnaire attached as Appendix A.

All study constructs were evaluated using their variables, and an assessment was made of each response to each question that was utilised. The results from the analysis of the variables are shown in table 5 and a full report is attached as Appendix B. Results discussion will be done in the next chapter.

DESCRIPTIVE ANALYSIS VARIABLES FINDINGS

Variable	No. of items	N	Mean	Std. Deviation
Work overload	4	162	2.75	1.497
Role ambiguity	4	162	2.25	1.293
Job Insecurity	5	162	2.62	1.292
Work home conflict	5	162	3.03	1.424
PsyCap	10	162	7.00	5.3389
EWA	8	162	3.21	1.5869
Perceived use	4	162	5.83	1.3014
Perceived ease	3	162	5.80	1.1691
Technical support	5	162	5.20	1.301

Table 5: Descriptive Analysis Results

Descriptive findings

The seven-point Likert scale was used during the descriptive analysis and responses are evaluated based on it.

Work overload

What the data is revealing in this section is that the overall total mean score on the work overload variable items indicates that most respondents disagree with the statements made under work overload items.

Role ambiguity

In this section, the finding was that the total mean score indicated that most respondents disagree with all statements made under role ambiguity.

Job insecurity

The findings for this section were that the total mean score for all job insecurity variables items indicates that most respondents disagree with the statements made under the job insecurity variable. What do these results mean? It will be further discussed in Chapter 6 on what it means to this study and what the literature says.

Work home conflict results and findings

The findings show the total mean score for work-home conflict variable items indicates that the majority of the responders somewhat disagree with the statements made in this section. The meaning of these results will be further explored as to what it means to the study. I am curious to know how they contribute to the bigger picture of the study results.

PsyCap findings

What data is showing in this section is the total overall mean score indicates that the majority of the respondents strongly agree with the statements used for this section. These results will be further looked at in the next chapter and understand how they contribute to the study's conclusion.

Workplace anxiety findings

Findings for this construct in the table above show a total mean score for the workplace anxiety constructs. This indicates that most respondents somewhat disagree with the statements in this section. Further discussion concerning these findings will be explored in Chapter 6.

Perceived use findings (PU)

The results table above shows a total mean score leads to the finding that this mean score indicates that most respondents somewhat agree with the statement made in this section.

Perceived ease (PE) findings

The above results show the total means score for this variable**.** This indicates that most respondents somewhat agreed with the items used in this variable.

Technical support (TS) findings

The above results indicate that respondents somewhat agree according to the seven-point Likert scale.

The findings of the validity and reliability tests for the survey questions will be presented in the next section.

5.2. RESULTS ON RELIABILITY AND VALIDITY OF THE DATA

As indicated in section 4.2.7 of Quality Control, Pearson correlation was used to assess the correlation among the variables and Cronbach's alpha was used to evaluate the reliability of the indices created to measure the key variables of interest in this study. The first section of the study presents the validity test results for all construct variables questions that were tested. Reliability tests were conducted in the second section.

5.2.1. VALIDITY TEST

All the study's constructs items were evaluated, including WFH stressors with four factors as construct 1, PsyCap as construct 2, workplace anxiety as construct 3, and DT with five variables as construct 4. Because reliability alone is not enough, a test of validity was carried out on the questions that were used because validity is equally as important as reliability.

To examine the construct's validity, the Pearson correlation bivariate was utilised. The table that displays the results of all the variables, proving that the questions that were used as a measuring instrument are accurate is attached as Appendix C. The next section is about presenting the validity test findings. The next chapter will devote some attention to the interpretation of these results.

VALIDITY TEST FINDINGS

The results of the validity tests data demonstrated that all items used for WFH stressors (work overload, role ambiguity, job insecurity and work-home conflict) PsyCap, EWA and DT (perceived use, perceived ease, and technical support) measuring instruments were found to be valid. Except for some items of work-home conflict and PsyCap items like WHC3 and WHC5, PsyCap C3 and PsyCap WT 5 these items did not meet the requirements of the validity test on both correlation and the coefficient results. These items were not deleted yet and were monitored during factor analysis under section 5.2.3. Validity test results listed in Appendix C indicate that all items of correlation are significant, and the coefficients indicate that all items tested are valid.

5.2.2. RELIABILITY TEST

The reliability results are according to all constructs tested, as presented below.

	Scale	Cronbach's Alpha	Number of Items
Construct 1: WFH Stressor (IV)	Work overload	0.85	4
	Role ambiguity	0.88	4
	Job insecurity	0.78	5
	Work-home conflict	0.79	5
Construct 2: PsyCap (moderator)	PsyCap	0.79	10
Construct 3: Workplace Anxiety (DV)	Workplace anxiety	0.94	8
Construct 4: Digital technologies (DT) (Moderator)	Perceived use	0.90	4
	Perceive Ease	0.85	3
	Technical support	0.93	5

Table 6: Reliability Test Results

Reliability tests findings

All the variables' values on the reliability test were over **0.65**, indicating that they are reliable, and all **deemed acceptable**. Their Cronbach alpha for all constructs was determined to be a good value and acceptable; therefore, no items were deleted.

In the conclusion, these results show that the measuring tool used in this study is reliable and valid. This means that it will be able to produce the data needed for the study.

5.2.3. FACTOR ANALYSIS

In this part, the results, and findings of the exploratory factor analysis (EFA) are reported. These are the elements that will be discussed throughout Chapter 6. The data were processed using SPSS. The results provided in this chapter include a correlation matrix, Kaiser and Bartlett tests, P-value, components to extract, and results from factor analysis. Results are organised by constructs. The EFA results are presented from table 7-10 and findings are discussed below.

CONSTRUCT 1: WFH STRESSOR FINDINGS

In the correlation Matrix results, all variables must have at least one correlation above 0.3. The findings of the results in table 11 indicate that most items have a correlation above 0.3, however, JS2, **JS3**, JS4, WHC 3 & WHC 4 have a correlation below 0.3. **WHC 3** was one of the items monitored and not meeting the requirements of the validity test, however, the **item will not be removed**. **JS3** had the lowest correlation, however, it will be monitored. Others are below but they have passed the validity test and are close to 0.3. These items will be monitored.

The findings of table 7 results indicate the appropriateness of the factor on the KMO results and they are regarded as meritorious as per the KMO measure. P-value is significant and therefore PCA is suitable. The Eigenvalues results and components extracted representing the variance are shown in the table below.

Based on the EFA results, the extracted components were combined to create an index that is measured as “WFS” for the total scale for WFH and the components representing the variables were created.

WFH Variables	Items	Correlation	Variable KMO	P-value	No. of extracted components	Eigen Value
Work overload	WO1.	1.000	**.865**	**<.001**	**4**	68.217 %
	WO2.	.597				
	WO3.	.593				
	WO4.	.599				
Role ambiguity	RA1.	.538				
	RA2.	.481				
	RA3.	.454				
	RA4.	.387				
Job Insecurity	JS1.	.302				
	JS2.	.276				
	JS3.	.089				
	JS4.	.258				
	JS5.	.249				
Work home conflict	WHC1.	.397				
	WHC2.	.441				
	WHC3.	.273				
	WHC4.	.272				
	WHC5.	.402				

Table 7: EFA Results for WFH Stressor

CONSTRUCT 2 PSYCHOLOGICAL CAPITAL (PSYCAP) FINDINGS

Findings: PsyCap C3 and PsyCap WT 5 were below 0.3, these items were the items under monitoring after they both failed the validity test. KMO results are meritorious as per the KMO measure, P-value is significant and therefore the PCA is suitable. The below results show the results of the Eigenvalues representing the variance and number of components extracted.

PsyCap C3 and PsyCap WT5 on the EFA results showed that they do not correlate with the variables, however, they had a figure above 5 in the EFA results. Even though

they both did not pass the validity test, the decision of keeping them was made. The component factors were created with an index that is measured as factor 1 “Hope”, factor 2 “Efficacy” and factor 3 “Resilience".

Variable	Items	CRM	KMO	P-value	No. of extracted components	Eigen Value
PsyCap	PsyCap C1	1.000	.844	**<.001**	**3**	70.041 %
	PsyCap C2	.599				
	PsyCap C3	.011				
	PsyCap WT 1	.326				
	PsyCap WT 2	.359				
	PsyCap WT 3	.380				
	PsyCap WT 4	.301				
	PsyCap WT 5	.095				
	PsyCap WT 6	.432				
	PsyCap WT 7	.468				

Table 8: PsyCap EFA Results

CONSTRUCT 3: WORKPLACE ANXIETY FINDINGS

Findings:

All items show correlation matrix results above 0.3, which is acceptable. KMO results are marvellous as per the KMO measure, P-value is significant, therefore, the PCA is suitable. The results in table 9 show the results of the Eigenvalues, and one component was extracted representing the variance. Based on the EFA results, one component was kept and created index measure of “EWA”.

Variable	Items	CRM	KMO	P-value	No. of components	Eigen Value
EWA	EWA 1	1.000	.917	<.001	1	72.734 %
	EWA 2	.801				
	EWA 3	.688				
	EWA 4	.610				
	EWA 5	.673				
	EWA 6	.593				
	EWA 7	.575				
	EWA 8	.649				

Table 9: EWA EFA Results

CONSTRUCT 4: DIGITAL TECHNOLOGIES FINDINGS

Findings:

The following listed variable items were found to correlate below 0.3, DT TS 1, DT TS 2, and DT TS 3. During the validity test conducted they were all found valid. Therefore, for now, they will be kept monitored until the results of the factor analysis. KMO results are meritorious as per the KMO measure, P-value is significant, therefore, the PCA is suitable. The results in table 14 show the results of the Eigenvalues and components that were extracted representing the variance. All components were named factor 1 as Perceived use, 2 as Perceived ease and 3 as technical support to create a combined measuring index called “DT”.

Variable	Items	CRM	KMO	P-value	No. of components	Eigen Value
DT	DT PU 1	1.000	917	<.001	12	82.023 %
	DT PU 2	.877				
	DT PU 3	.541				
	DT PU 4	.777				
	DT PE 1	.314				
	DT PE 2	.316				
	DT PE 3	.115				
	DT TS 1	.094				
	DT TS 2	.185				
	DT TS 3	.251				
	DT TS 4	.393				
	DT TS 5	.373				

Table 10: DT EFA Results

5.2.4. NORMALITY TEST

NORMALITY TEST RESULTS

The results are presented using the histogram bar and describe statistical results.

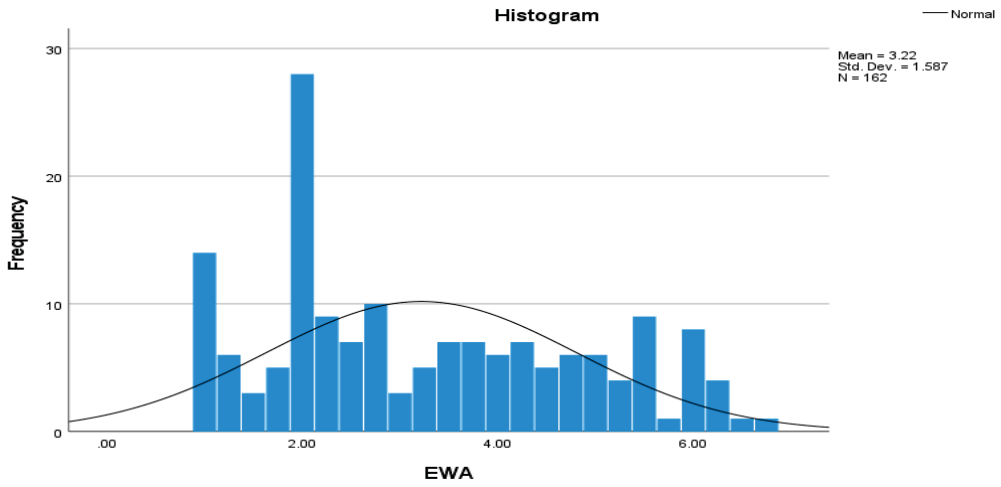

Figure 5: EWA Normality Test Histogram Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EWA	.130	162	<.001	.935	162	<.001
a. Lilliefors Significance Correction						

Table 11: Normality Test Statistical Results

Normality test findings

The null hypothesis of this test is that the data comes from a normal distribution and the H1 that it does not. So here, we therefore have significant evidence to reject the null hypothesis that the variable follows a normal distribution. It does not. And the picture shows it too as presented in figure 6. According to the findings, the distribution of scores for the EWA variables has a negative kurtosis of -1.049, which indicates that the distribution is flatter than normal or platykurtic. This finding is supported by the histogram that is displayed in figure 4.

In this case, linear regression remains a statistically valid approach for ensuring normal distribution; thus, it may be used for nearly normal distributions. Linear regression only requires the dependent variable to be approximately normal.

5.2. STATISTICAL RESULTS PER HYPOTHESIS

5.2.1. PEARSON CORRELATION RESULTS

This section covers the presentation of results that will assist in the testing of the hypothesis identified under section 3.2. of this report. Pearson correlation was used to test the association among the variables while hierarchical linear regression analyses were used to test the hypotheses of the study. The Pearson correlation test was used to understand the relationship between two variables and to find relationship strength. This was conducted between all independent variables versus the dependent variable.

Findings

The correlation test findings indicated that the correlation of WFS was found to be positively (weak) related to EWA and statistically significant ($r = .514$, $p < 0.001$). WFS significantly correlated on EWA p-value indicates that WFS positively influences EWA. These results presented in the table above indicate the positive effect WFS has on EWA. After finding the correlation results, a linear regression test was conducted to further understand the impact WHF stressors have on employee workplace anxiety. Results will be presented in the next section.

The correlation between PsyCap and workplace anxiety was found to be not significant ($r = -.090$, $p = .256$). The data suggests that there is a negative relationship between PsyCap and EWA.

The correlation between digital technologies and EWA was found to be not significant ($r = -.080$, $p=.314$). The regression results will be shared in the next section. The meaning of the results will be discussed in Chapter 6.

5.2.2. REGRESSION RESULTS

The results presentation will start with the primary model of total variables that were created and then continue with other sub-sections of the independent variable models used to evaluate the regression and moderation. The product of WFH*PsyCap and WFH*DT was used to assess the moderation effect. Eleven regressions were conducted, and full detailed results are attached as Appendix D.

The product was created to test the moderation effect of the hypotheses about moderation and to confirm relations between the independent variable towards the dependent variable. Control variables were used as part of the moderation effect analysis for regressions models 1-4. H3 and H4 hypotheses were testing moderation effects and H1, H2 and H3 tested the relation between its positive or negative, as indicated in section 5.3.1. The results presented in table 12 will focus on the data for the independent variables that were found to be significant and those that were not

significant will be mentioned under findings. Detailed regression analysis results are attached as Appendix D and findings are presented in this section.

H1. WFH stressors (i.e., role ambiguity, work overload, job insecurity, and work-home conflict) are positively related to workplace anxiety.
H2. PsyCap (i.e., hope, efficacy, resilience, optimism) is negatively related to EWA.
H3. PsyCap will moderate the association between WFH stressors and EWA.
H4. Digital technologies (i.e., perceived usefulness, perceived ease of use, and technical support) will moderate the association between WFH stressors and workplace anxiety.
H5. Digital technologies (i.e., perceived usefulness, perceived ease of use, and technical support) are negatively related to EWA.

REGRESSION ANALYSIS RESULTS OF WFH, PSYCAP, EWA AND DT

Independent Variables	**EWA Model 1**	**EWA Model 2**	**EWA Model 3**	**EWA Model 4**
Regression 1 Primary Model		Unstandardised Beta		
WFS		0.043***	0.044***	0.072
PsyCap			-0.212	0.048
F - Value	2.298	9.000***	7.508***	6.343***
R Square	0.095	0.321	0.334	0.340
Adjusted R square	0.054	0.286	0.289	0.286
Regression 2				
Work overload		0.363***	0.361***	1.043
F - Value	2.298	5.041***	4.109***	3.498***
R Square	0.095	0.210	0.215	0.221
Adjusted R square	0.054	0.168	0.163	0.158
Regression 3				
Role ambiguity		0.548***	0.545***	0.912
F - Value	2.298	7.394***	5.884***	4.947***
R Square	0.095	0.280	0.282	0.286
Adjusted R square	0.054	.0242	0.242	0.228
Regression 4				
Job Insecurity		0.584***	0.610***	1.741
F - Value	2.298	8.459***	7.353***	6.510***
R Square	0.095	0.308	0.329	0.345
Adjusted R square	0.054	0.272	0.284	0.292
Regression 5				
Work home conflict		0.372***	0.374***	1.574
F -value	2.298	4.668***	4.000***	3.811***
R Square	.095	.197	.211	.236
Adjusted R square	.054	.155	.158.	.174
Regression 6				
Hope			-0.064	0.010
F -value	2.298	9.000***	7.773***	6.600***
R Square	0.95	0.321	0.341	0.349
Adjusted R square	0.54	0.286	0.297	0.296

Table 12: Regression Analysis Results

Notes * p< 0.05, ** p < 0.01, *** p <0.001

FINDINGS

Concerning the control variables used as part of the moderation effect, the analysis results of the data found no significant moderation in all models. Out of 11 regressions conducted, the data suggests that only six were significant, as indicated in table 12. Regression 1 model 3 shows the negative relation and effect of PsyCap on EWA (β = -0.212, $p = 0.10$) and was found to be significant. Then H2 and H3 were supported. Regression 1 main model illustrates WFH to have a positive relation and significant effect on EWA in Model 2 ($\beta = 0.043^{***}$, $p < 0.001$) and model 3. H1 was supported.

As illustrated in table 12 concerning the moderation effect on the WFH stressor sub-variables, the data suggests that all four are positively related and influence EWA. Work overload in models 2 and model 3, Role ambiguity in models 2 and 3, Job insecurity in models 2 and 3 and work-home conflict in models 2 and 3. In regression 6 model 3 PsyCap variable of Hope, the data suggests it has a negative relation and moderation effect to EWA ($\beta = -0.064$, $p < 0.10$).

Since PsyCap was found to be significant with a negative effect on EWA, the data of some of its variables of efficacy and resilience could not provide proof of significance even though they indicated negative relation to EWA. DT in the main model and for all three variables (perceived use, perceived ease, and technical support) the data suggest that there is no significance on moderation effect, however, the results illustrated negative relation, therefore, H3 was supported but H4 was not supported.

Conclusion

The components of the measuring tools used to collect data were examined and evaluated to verify that they are valid and reliable to produce decisive results. As indicated, this was accomplished by validity testing, reliability tests, normality test and AFA tests, and the result was that the employed items were valid and reliable. Accordingly, data was processed, and hypotheses were tested. These findings will be discussed in further detail in the following chapter.

CHAPTER 6: DISCUSSION OF RESULTS

Background

In this chapter, the primary purpose is to evaluate and explain the significance of the data. Additionally, this chapter's objectives include looking at the results, looking at the literature linked to Chapter 2, and using the material to conclude the study. In this chapter, the focus is on solving the research problem and meeting the goals and objectives of the research.

In Chapter 1, a research problem discussion about COVID-19 causing numerous unforeseen changes in how we work, affecting both workers and organisations, was emphasised. Several studies indicate that workers have experienced increased job stress and anxiety because of the COVID-19 epidemic. COVID-19 has made job stress more likely, which is a long-term stress condition that makes workers feel tired and unmotivated (Kniffin et al., 2021). The purpose of this study was to look at how the switch to WFH introduced stress that affected EWA. The purpose of PsyCap as a tool that workers can use to deal with stress at work was also looked at, as was the purpose of digital technology.

In Chapter 1, section 1.4, the background was provided for four study goals. To link the results and outcomes, we must understand the aim of the study before discussing the results. The goals were to assess WFH stressors and their effects on workers who had to work from home due to COVID-19, as well as the employees' psychological capital (PsyCap). Employee workplace anxiety was another goal (EWA). These recent and simultaneous developments may have influenced people's anxiety. The final goal of this study was to find out if digital technologies helped reduce EWA and helped people adapt to changing workplaces.

To accomplish the study's aim and objectives, three hypotheses were established, as mentioned in Chapter 3, section 3.2, and their results were presented in Chapter 5. During the data analysis for this study, descriptive data analysis was carried out to provide some perspective on the findings of this investigation. Some scholars argue that the potential effects of COVID-19 on employees may vary with demographic

factors, person-to-person variation, and established workplace practices (Kniffin et al., 2021). Therefore, demographic and descriptive analysis data context matter and how it links to this finding matters.

Demographic results

Demographic profiles of participants (n = 162) showed 65% females and 33 % males; 49% of the respondents were between the ages 35 and 44; 54% are married and about 46% have children; 86 % of the responders were from the African race, with 92% of employees being employed full time. The data indicated that these controlled variables have no moderation effect on EWA. The complete detailed results can be found in the regression analysis reports attached as Appendix D.

As part of the hypothesis results in the discussion, descriptive analysis findings will form part of the discussion. The statements from the questionnaire will form part of the discussion and they were adopted from other studies as discussed and cited in chapter 4 section 4.2.4 table 3. The next section seeks to discuss the outcomes connected to these hypotheses.

6.1. WFH STRESSORS HYPOTHESIS RESULTS DISCUSSION

H1. WFH stressors (i.e., role ambiguity, work overload, job insecurity, and work-home conflict) are positively related to workplace anxiety.

H1. Results discussion

During the process of analysing the data, the data indicated that there is a positive relationship between the WFH stressors and EWA. The findings of this investigation provide support for the hypothesis that was tested. The published research lends credence to the idea that there is a significant correlation between the stressors of WFH and workplace anxiety. According to the findings of the research that was carried out by Rangarajan et al. (2022), they confirmed a positive relationship between the WFH stressors between employees and employee workplace anxiety.

In their study, they further explain the results found on each variable and support that employee experience high levels of anxiety because of an increase in the WFH home stressor. They continue to suggest that within these WFH stressors they have only found a positive correlation between work overload, role ambiguity, and job insecurity. Despite this, the researchers did not find any supporting evidence on the impact that work-home conflict has on workplace anxiety (Rangarajan et al., 2022). This study has found supporting evidence that work-home conflict has a positive correlation with EWA according to the results presented in table 9 of Chapter 5. The data demonstrate a discrepancy between this study and theirs.

As much as both studies agree that there is a relationship and correlation between WFH stressors and workplace anxiety, the study of Rangarajan et al. (2022) was conducted with people from the sales environment, and in their case, their participants experienced an increase in WFH stressors due to the pandemic-related change in selling structure, which led to an increase in employee workplace anxiety. In the case of this study, the study was done with individuals working from SOCs.

In this study, the data from the descriptive analysis was conducted on all constructs under section 5.1.2. when the analysis was done to try to understand the respondents' feedback and the data of the WFH stressors variables were presented. For the first variable work overload, the total average mean score indicated that the majority of respondents disagreed with statements on the work overload variable questions that were used, as discussed in Chapter 5.

The results for work overload were done for all four questions used and WO1 had the highest mean score within the range of somewhat disagreeing, which means most respondents somewhat disagreed with the statement that "WFH creates many more requests, problems, or complaints in my job than I would otherwise experience". The next highest mean score was for WO4 within the range of somewhat disagreeing which means that most respondents somewhat disagree with the statement "I feel busy or rushed because of WFH*". WO3 had a mean score within the range of disagreeing, which means most respondents disagree with the statement "I feel

pressured because of WFH". The last lowest mean score was for WO2 items within the range of disagreeing which means that most respondents disagreed with the statement "I feel that WFH interferes with fulfilling my work responsibilities. This data indicates that respondents in this study had no issues related to work overload during COVID-19.

According to Jones et al. (2007), when an individual is assigned activities that are more demanding than their capabilities or available resources, there is a strong likelihood that work overload will result in stress. So, the argument in their study is that high levels of anxiety related to work overload will only increase if there are insufficient resources to complete the task but will decrease if the employee has all the necessary resources because there is a positive correlation between work overload and workplace anxiety.

The second variable associated with the WFH stressor was role ambiguity. The descriptive data resulted in a mean score indicating that most respondents disagree with all claims about role ambiguity. There were three questions used to evaluate this variable and the results on each of them showed that the highest mean was for the RA1 statement "WFH cause constant interruptions, creating uncertainty in my workday" and RA2 statement "I am unsure what to prioritize: dealing with WFH problems or my work activities", with the same mean score, followed by RA4 statement "Time spent resolving WFH problems take time away from fulfilling my work responsibilities" and the last one was for RA3 statement "I am unsure whether I must deal with my WFH problems or with my work activities". Therefore, data in this study implies that there were no issues relating to role ambiguity during COVID-19.

When defining the term "role ambiguity", Behrma et al. (1984) conducted a study in which they also suggested that role ambiguity occurs when people work from home because there is a possibility that they will not receive the instructions or that they will not understand their responsibilities and the expectations of their managers. Their study suggested that employees will not have problems with role ambiguity if they are given clear instructions, know what their tasks are, and know what their managers and customers expect of them.

Data for the third WFH stressor variable job insecurity total mean score suggested that most participants disagree with the statements made under the job insecurity variable. There were four questions used to assess this variable and response data received indicated that the highest mean score was for the JS3 statement “I believe that WFH will make it easier for other people to perform my work activities”, this was followed by JS4 statement “I believe WFH will affect how I would perform my job*”, followed by JS2 statement “I am worried that WFH may pose a threat to my job”, followed by JS5 statement “WFH will advance to an extent where my present job can be performed by a less skilled individual”. The lowest mean score was for JS1 with the statement “I am under pressure from WFH to keep my job”. The mean score of each question is listed in detailed descriptive results tables in Appendix B.

According to Chacker et al. (2016) and Geenhalgh et al. (1984), job insecurity was described as "a feeling that the person might have that they might lose their job", and job insecurity was linked to those who work from home because those individuals lack clarity about their job responsibilities. The survey data in this study, on the other hand, gives a different point of view. The data suggest that employees did not worry about their jobs or were threatened by working from home or felt they might lose their job.

The last WFH stressor variable work-home conflict assessed the total mean score data indicating that participants somewhat disagree with the statements made in this section. Five questions were used to assess the work-home conflict variable and the results data for each question indicated that the highest mean score in the range of somewhat disagreeing was for WHC 1 statement “WFH blurs boundaries between my job and my home life”, followed by WHC 2 statement “WFH-related responsibilities create conflicts with my home responsibilities”; both were in the range of somewhat disagreeing, followed by WHC 3 statement “I believe that WFH will make it easier for other people to perform my work activities”, followed by WHC 4 statement “I believe WFH will affect how I would perform my job*” and the last one for WHC 5 statement “I do not get everything done at home because I find myself completing job-related work because of WFH”. All from WHC 3-5 were in the range of disagreeing. All mean score figures together with the standard deviation were in detailed descriptive results tables in Appendix B.

With this data in mind, it is important to link it with the literature and see what the literature said. According to Rangarajan et al. (2022), in their research, they were unable to identify any evidence of a relationship between work-home conflict and workplace anxiety. The data presented here indicate a link between them and demonstrate a discrepancy between this study and theirs. It is important to note, however, that several questions were preserved and monitored in the research despite failing the validity test and being determined to be uncorrelated, as stated in Chapter 5 based on the findings of the validity test and correlation matrix completed for the work-home conflict item. As a result, the outcome data may be affected, which may be the cause of the contradiction.

The conclusion for these results will be discussed in detail in Chapter 7. The next section is for H2 and H3 results from the discussion.

6.2. PSYCAP HYPOTHESIS RESULTS DISCUSSION

H2. PsyCap (i.e., hope, efficacy, resilience, optimism) is negatively related to employee workplace anxiety.
H3. PsyCap will moderate the association between WFH stressors and EWA.

DISCUSSION

The research data presented in Chapter 5, section 5.3.1 suggested that PsyCap has a negative relationship with EWA and that it has a moderating effect on EWA. The data were found to be supportive of the hypothesis statement for this study. Hope as a variable was also found to be negatively significant to EWA. According to Newman et al. (2014), in their study of PsyCap as a moderator, a negative correlation exists between PsyCap and undesirable actions, as well as bad attitudes.

Therefore, the literature supports the results data for this study. They suggested that recent research shows that those who encounter high levels of work stress and a hostile work environment have lower levels of PsyCap than people who experience less stressful situations (Newman et al., 2014). This information being apparent in the literature, it supports the statement made in Chapter 2 during the literature review by

Adeel et al., (2019), that PsyCap may be used by management to inspire people to do positive things for the business and reduce stress at work (Adeel et al., (2019).

In addition, previous studies relating to PsyCap in the past 10 years were about positive psychology and there are some in leadership where it was suggested that PsyCap is required as a key factor for creating positive leadership (Luthans & Youssef-Morgan, 2017). This is because PsyCap has the first order of positive psychological resources that help you with success in life, such as self-confidence, a can-do attitude, a positive outlook, and an optimistic outlook on the future.

Other scholars have found that PsyCap has a positive strong effect as a moderator together with all four sub-variables (Wang et al., 2018). This literature differs from this study because only hope was found to be significant and with a weak effect. However, it must be noted that in their study, they used the PsyCap measure of PCQ 24 with four subscales which unpack the four sub-variables in detail, in this study, the researcher used the I-PCQ combined tool to reduce the number of the questionnaire which might be the reason behind the discrepancy.

The data for descriptive data had a total mean score that suggests that participants strongly agree with the statements used for this section.

A list of 10 questions from I- PCQ were used to assess this variable and the data of the participants' responses on each question revealed that PsyCap C3 had a mean scare within the range of disagree with the statement of "When I have a setback at work, I have trouble recovering from it and moving on". This means that most respondents disagree with this statement. The second lowest mean score was for PsyCap WT 5 with the statement "When things are uncertain for me, I am concerned about being seen as important" and this means that most respondents neither agree nor disagree with this statement. Participants were not sure about these questions and the assumption is that maybe they were not clear on what the question was about.

The next ones were four items that had mean scores within the same range of somewhat agreeing which are for PsyCap WT 4 with the statement "When things are uncertain for me, I feel satisfied with my life", PsyCap WT1 with the statement "When

things are uncertain for me, I usually expect the best", PsyCap C2 with the statement "If I should find myself in a jam at work, I could think of many ways to get out of it", PsyCap C1 with the statement "I feel confident helping to set targets/goals in my working area". This indicates that most respondents somewhat agree with the statements made. Participants were satisfied with their life, had confidence in themselves and expected the best even during the uncertain time of COVID-19.

Other results presented in Chapter 5 show items that had a mean score that is within the range of agreeing, which included PsyCap WT 7 with the statement "When things are uncertain for me, I feel confident and self-assured in my ability", followed by PsyCap WT 2 with the statement "When things are uncertain for me, I believe that I can accomplish my goals", followed by PsyCap WT 6 with the statement "When things are uncertain for me, I believe that I can bounce back from any setbacks that have occurred" and the last one was for PsyCap WT 3 with the statement "When things are uncertain for me, I expect good things to happen in the future". All the mean scores and standard deviations were presented in Chapter 5.

Furthermore, this data information reveals that the participants concur with the assertions stated. When they were working from home during COVID-19, they were optimistic, self-assured in their abilities, and convinced that they could accomplish their goal and overcome any difficulties. The overall mean score shows that the participants were in a very good mood and happy while working from home. The data confirms what the literature is saying. This study's data support the hypotheses and suggest that employees had high levels of PsyCap even though only Hope could be statically proven, therefore, since it harms workplace anxiety it means that they experienced less anxiety.

The descriptive data for workplace anxiety supports the above statement because the total mean score for workplace anxiety was in the range of somewhat disagreeing with the statements made in the variable assessment. There were eight questions used and results were captured for each question. The result data were presented in Chapter 5.

The data for these two items indicated that the lowest mean score was within the range of disagreeing, they were for EWA 2 with the statement “I worry that my work performance will be lower than that of others at work” and EWA 7 with the statement “I worry that I will not be able to successfully manage the demands of my job”. This data suggests that the participants were not worried about lower performance, and they were not worried that they would meet the job demands successfully when they were working from home during COVID-19.

The remaining six items were within the same range of somewhat disagreeing which included EWA 1 with the statement “I am overwhelmed by thoughts of doing poorly at work, followed by EWA 3 with the statement “I feel nervous and apprehensive about not being able to meet performance targets” followed by EWA 4 with the statement “I worry about not receiving a positive job performance evaluation”. Other statements were for EWA 5 with the statement “I often feel anxious that I will not be able to perform my job duties in the time allocated”, followed by EWA 6 with the statement “I worry about whether others consider me to be a good employee for the job” and lastly EWA 8 with the statement “Even when I try as hard as I can, I still worry about whether my job performance will be good enough”. The data suggest that participants were somewhat not in agreement and that maybe they were not sure of how they felt at the time.

In conclusion, based on the literature and data generated to support the hypothesis, participants are expected to have a high level of PsyCap, as evidenced by the PsyCap descriptive analysis results. The PsyCap results showed that participants strongly agreed with the questions used. As a result, it stands to reason that the results of the workplace anxiety survey show that employees had some disagreements with the questions used to assess EWA, which suggests that they had low levels of EWA because of their high levels of PsyCap. Both the statistical and descriptive data confirm the negative relationship. The statistical findings indicate that PsyCap and EWA have a moderating effect.

6.3. DT HYPOTHESES RESULTS DISCUSSION

H3. Digital technologies (i.e., perceived usefulness, perceived ease of use, and technical support) will moderate the association between WFH stressors and workplace anxiety.

H5. Digital technologies (i.e., perceived usefulness, perceived ease of use, and technical support) are negatively related to EWA

The findings show that digital technology is negatively connected to EWA, and no evidence of a moderating impact was found. H5 is supported, but H3 is not. In Chapter 2, section 2.5, the study made the premise that implementing DT would reduce stress and its impact on EWA; this was the assumption used to develop the hypotheses, and the data analysis only confirms the negative relationship but does not confirm the moderating effect. Rangarajan et al. (2020) in their recent studies on DT as a moderator found no moderating effect between perceived use, perceived ease, and technical support on workplace anxiety. They thought that this might be because evaluating goals for technology is linked to technology expectations.

Venkatesh et al. (2003) found that the use of DT increased stress levels, particularly among employees who were involuntarily expected to use them, but stress was reduced among those who actively chose to use them. This study was done in the early years of introducing remote working methods, and the researchers assumed that the results were primarily influenced by the fear of change. On the other hand, Ayyagari et al. (2011) claimed that the adoption of technology is dependent on whether the user perceives DT as beneficial and easy to use. Both experts' research was mostly about how people use technology, and no moderating effect on lowering anxiety was found.

In addition, the descriptive data for this study support the H5 of having a negative relation, the descriptive data indicated that participants somewhat agree with the statements made in measuring digital technology and the mean score data indicates that they somewhat agree that DT is a useful tool needed to work from home. The items used to quantify this statement for perceived use includes all five items used

under perceived use descriptive analysis. The participants' feedback was from the following statements, DT PU1 with the statement “The use of DT enables us to accomplish WFH tasks more quickly”, followed by DT PU2 with the statement “The use of DT improves the quality of WFH”, followed by DT PU 3 with the statement “The use of DT makes it easier for WFH”, and the last was for DT PU5 with the statement “The use of DT enhances my job effectiveness when I WFH”. All their responses were in the range of somewhat agreeing and DT PU 4 with the statement “The use of DT makes it easier for WFH” most participants agreed with this statement.

For the second DT variable of perceived ease, the overall mean score response of participants was in the range of somewhat agreeing, and all three items used to asses this variable most of the response was on somewhat agreeing and the items used included DT PE 1 with the statement “I find our DT for WFH to be easy to use”, followed by DT PE 2 with the statement “My interaction with our DT for WFH is clear and understandable” and the last item statement was DT PE 3 with the statement “Using our DT for WFH does not require a lot of mental effort”. The last DT variable tested was for technical support and most responses had a mean score that ranges from somewhat agreeing with five items used for the assessment.

However, the statistical data presented in this study and the literature suggest that DT does not have a moderating effect on WFH stressors and EWA. While DT is an important tool for working from home and it is important to know how to use it, it has no effect on reducing EWA caused by WFH stressors.

6.4. CONCEPTUAL MODEL CREATION

In the second chapter, the Transactional Theory of Stress and Coping (TTSC), which was published in 1996 by Folkman and Lazarus, served as the basis for the formulation of the conceptual model for this research. The model was employed. It is utilised as a guiding instrument for studies on the impact of WFH stressors and PsyCap on workplace anxiety among employees who have been working from home since the COVID-19 pandemic. This conceptual model was going to attempt to enhance the model by adding the extra moderator, which was DT, as another tool that

can be used to cope with work-related stress, which creates anxiety. This topic was covered in great depth in the 2.6 section of the chapter.

It is now critical to revisit the model created in section 2.7. and align it with the hypotheses results. Below is an illustration of the model now based on the results.

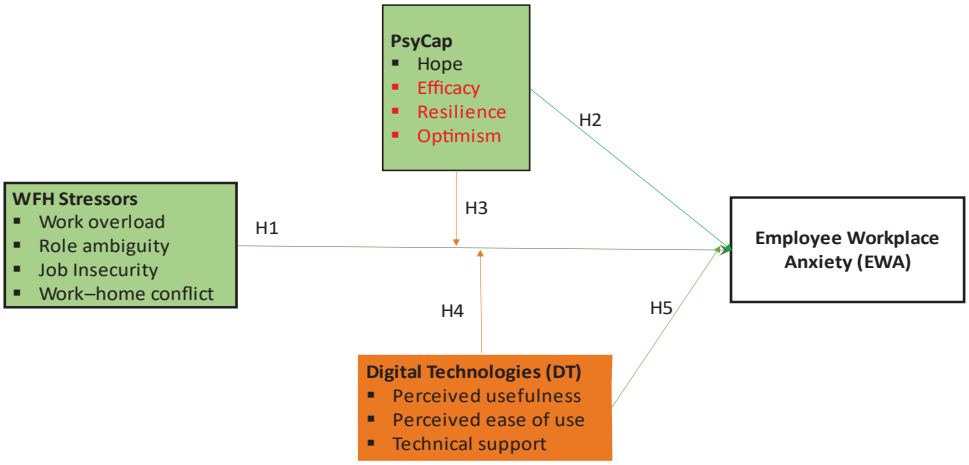

Figure 6: Study Model / Framework

Notes:

Green arrow – indicates the IV correlation to DV.
Green box – indicates variables correlation
Red arrow – indicates no moderation effect
Red font – no evidence of significant effect
Orange box – no evidence of significant effect

The conceptual model suggests that WFH stressors as a construct with all the listed variables together have a positive relation and an effect or influence towards the EWA. It also suggests that PsyCap as a construct has a negative relation with EWA and only hope as a variable was found to have a moderating effect towards EWA. Lastly, DT has a negative relation with EWA with no evidence of a moderation effect.

CHAPTER 7: CONCLUSIONS AND RECOMMENDATIONS

This chapter's main objective is to consolidate the main findings of the study, highlight the study's theoretical contribution, implications for management and other stakeholders, limitations of the research and suggestions for future studies.

7.1. PRINCIPAL CONCLUSIONS

This research uncovered three primary theoretical insights because of its investigation. The first one focuses on the WFH stressor's independent variable. The conclusion reached is that WFH stressors, which include work overload, role ambiguity, job instability, and work-home conflict, are positively related to EWA. This was shown to be the case after assessing all the factors. This research enlightens us to the fact that to control the EWA, it will be necessary to monitor and manage the stresses associated with the WFH. This conclusion also enlightens us about the fact that if WFH stressors increase, so will EWA, and vice versa.

One of the aims of this study was to examine the impact of WFH stresses on EWA and to evaluate whether the pressures associated with working from home may contribute to employee workplace anxiety. With the aforesaid result, the purpose of the research was achieved. Yes, according to the research findings, WFH stressors influence EWA.

In addition, the second objective of the study was to determine the relationship of psychological capital (PsyCap) between WFH stressors and EWA. PsyCap was thought to be the essential resource a person needs to manage unexpectedly stressful situations. This study shows that PsyCap has negative associations with EWA and WFH stressors based on its findings. This indicates that when PsyCap levels are high, the effects of WFH stressors and EWA are reduced.

The data supporting the moderating effect of PsyCap suggest that the moderating impact of PsyCap can help reduce the EWA triggered by WFH stressors. However, the results show that, based on the data that was collected, only hope could be considered statistically significant. Efficacy, resilience, and optimism did not have any evidence of significance.

Furthermore, the last study objective was to gain an understanding of the impact digital technologies have on WFH stressors' influences on EWA. It was to investigate if DT has a moderating effect between WFH and EWA. DT was seen as an important tool needed when working from home which can assist employees to cope with the new work environment. The results presented in Chapter 5 suggest that DT does not have a moderating effect between WFH and EWA. Another conclusion is that DT has a negative relation with EWA, and it cannot be used as a moderator to reduce EWA even though it is a useful tool required when working from home.

In conclusion, the final primary conclusion that must be addressed is the research question, which was the primary research question. It was as follows: What is the impact of WFH stressors, PsyCap, and DT on employee anxiety in the workplace since the COVID-19 pandemic? The researcher believes that the study has found an answer to the question. After that, a model was developed to answer the main research question. Details of the model were discussed in section 6.4 of Chapter 6.

The model suggests that WFH stressors as a construct with all the listed variables together have a positive relation/ impact and an effect or influence towards the EWA. It also suggests that PsyCap as a construct has a negative relationship/impact on EWA and only hope as a variable was found to have a moderating effect towards EWA. Lastly, DT has a negative relationship/impact with EWA and no moderating effect.

7.2. THEORETICAL CONTRIBUTION

As a result of the reforms imposed by COVID-19, several businesses have adopted or are seriously contemplating adopting a hybrid structure for their operations. This study's results suggest that WFH stressors impact EWA and should be mitigated to keep EWA under control. According to Cheng and McCarthy's (2018) proposed model of rising workplace anxiety, this discovery is a major contributor to this model's predictive power. This research suggests that PsyCap could be used to control and reduce rising levels of EWA. This gives their model a new perspective.

7.3. IMPLICATIONS FOR MANAGEMENT

Considering the discovery that WFH-related stressors have an impact on EWA, managers need to consider this when deciding whether to implement a hybrid model or provide their workers with the option of working from home full-time. They need to formulate policies and procedures that will allow them to control the WFH stressor and guarantee that EWA will always be minimised. This plays a significant part in the well-being of employees and is in keeping with the obligation that falls on the employer under the Occupational Health and Safety Act (OHS Act). It is important to have performance management methods that are clear, specifically on how they will be reviewed and managed as the working environment evolves.

The findings that PsyCap is adversely associated with EWA and acts as a moderator towards EWA imply that managers need to investigate ways to enhance the PsyCap of their workers when they are working from home to reduce levels of EWA. Managers will need to devise strategies to ensure that workers' PsyCap levels remain consistently high even while they are working from home. The wellness programmes that managers offer need to be improved, and they need to make sure that they can address any job-related concerns that arise when workers are allowed to work from home. It is up to the managers to make sure that the teams are always talking to each other and working together.

These implications discussed in this section may affect all businesses whether private or state-owned corporations. As much as the study was conducted on state-owned corporations, they are still relevant to other business areas.

7.4. LIMITATIONS OF THE RESEARCH

Even with these good contributions mentioned above, there are still some shortcomings in this study that might be explored in the future. To begin with, there is a risk of bias in the self-reported data due to the use of a typical research technique. First, the sample size was less than 200, which is an acceptable level for employing EAF, but the researcher feels that a larger sample size might have yielded deeper insights during data analysis. The second limitation is that around 80% of the participants were of African descent, which may be seen as a bias in the results.

Lastly, For the PsyCap assessment, the researcher employed I-PCQ questions that incorporate the four factors. This was done to shorten the questionnaire, which was very lengthy. Nonetheless, the researcher feels that the PCQ–24 tool measure may have provided greater information because it evaluates the four PsyCap factors independently and in-depth. Last one noted was the fact that because the distribution of the dependent variable was not normal, advanced regression techniques for non-normal data were not applied to check the robustness of the linear regression results.

7.5. SUGGESTIONS FOR FUTURE RESEARCH

One of the suggestions for future research will be to investigate whether there is any other additional WFH stressor variable over and above the four that were assessed in this research that has been triggered by the sudden change in the working environment as companies are considering the hybrid model and some permanent remote work. This can be done by conducting a qualitative study.

Secondly is to conduct a study looking at PsyCap as a construct to gain more academic insights. Even some kinds of literature have suggested that scholars and practitioners need to conduct studies on PsyCap as a construct to ensure more information is discovered (Luthans & Youssef-Morgan, 2017).

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8. APPENDICES

8.1. Appendix A – Survey Questionnaire

Survey Questionnaire

Instructions: Please use the X tick on the box next to the relevant answer

DEMOGRAPHICS

D1. Do you give consent to participate in this survey?

YES	
NO	

D2. Are you working for a State-Owned Company (SOC)?

YES	
NO	

D3. Gender

Male	
Female	
Neutral	
Prefer not to answer	

D4. Age

18- 34	
35 – 44	
45 -54	
55- 64	

D5. Race / Ethnicity

African	
Coloured	
White	
Indian / Asian	
Prefer not to say	

D6. No. of children financially dependent on you

1	
2	
3	
4 or more	
No financially dependent children	

D7. Employment status

Employed full time	
Employed part-time	
Fixed-term contract	

D8. Position level

Entry level	
Junior Management	
Specialist	
Middle Management	
Executive	

D9. Income range per annum

R 19,001 – R86,00	
R 86,001 – R 197,000	
R 197,000 – R 400,000	
R 400,000 – R 688,000	
R 688,001 – R1,481,000	
R 1,481,001 – R2,360,000	
R 2,360,001	

Instructions: Please answer the following Sections according to the following order

1. Strongly Disagree
2. Disagree
3. Somewhat disagree
4. Neither Agree nor Disagree
5. Somewhat Agree
6. Agree
7. Strongly Agree

QUESTIONS **Choose an answer that best suit how you felt during the COVID-19 pandemic when instructed to work from home.**							
WFH Stressors –							
1. Work overload (WO)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
WO1. WFH creates many more requests, problems, or complaints in my job than I would otherwise experience.							
WO2. I feel that WFH interferes with fulfilling my work responsibilities.							
WO3. I feel pressured because of WFH							
WO4. I feel busy or rushed because of WFH*							
2. Role ambiguity (RA)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
RA1. WFH cause constant interruptions, creating uncertainty in my workday.							
RA2. I am unsure what to prioritize: dealing with WFH problems or my work activities.							
RA3. I am unsure whether I must deal with my WFH problems or with my work activities.							
RA4. Time spent resolving WFH problems takes time away from fulfilling my work responsibilities.							
3. Job insecurity (JS)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
JS1. I am under pressure from WFH to keep my job.							
JS2. I am worried that WFH may pose a threat to my job.							
JS3. I believe that WFH will make it easier for other people to perform my work activities.							
JS4. I believe WFH will affect how I would perform my job*.							
JS5. WFH will advance to an extent where my present job can be performed by a less skilled individual.							
4. Work–home conflict (WHC)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
WHC1. WFH blurs boundaries between my job and my home life.							
WHC2. WFH-related responsibilities create conflicts with my home responsibilities							
WHC3. I believe that WFH will make it easier for other people to perform my work activities.							

WHC4. I believe WFH will affect how I would perform my job*							
WHC5. I do not get everything done at home because I find myself completing job-related work because of WFH.							
Psychological Capital (PsyCap)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
PsyCap C1: I feel confident helping to set targets/goals in my working area							
PsyCap C2: If I should find myself in a jam at work, I could think of many ways to get out of it.							
PsyCap C3: When I have a setback at work, I have trouble recovering from it and moving on.							
When things are uncertain for me?	**1**	**2**	**3**	**4**	**5**	**6**	**7**
PsyCap WT 1: I usually expect the best							
PsyCap WT 2: I believe that I can accomplish my goals							
PsyCap WT 3: I expect good things to happen in the future							
PsyCap WT 4: I feel satisfied with my life							
PsyCap WT 5: I am concerned about being seen as important							
PsyCap WT 6: I believe that I can bounce back from any setbacks that have occurred							
PsyCap WT 7: I feel confident and self-assured in my ability							
Workplace Anxiety (EWA)	**1**	**2**	**3**	**4**	**5**	**6**	**7**
EWA 1: I am overwhelmed by thoughts of doing poorly at work.							
EWA 2: I worry that my work performance will be lower than that of others at work.							
EWA 3: I feel nervous and apprehensive about not being able to meet performance targets.							
EWA 4: I worry about not receiving a positive job performance evaluation.							
EWA 5: I often feel anxious that I will not be able to perform my job duties in the time allotted.							
EWA 6: I worry about whether others consider me to be a good employee for the job.							
EWA 7: I worry that I will not be able to successfully manage the							

demands of my job.							
EWA 8: Even when I try as hard as I can, I still worry about whether my job performance will be good enough.							
Use of Digital Technologies (DT)							
1. Perceived usefulness	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DT PU 1: The use of DT enables us to accomplish WFH tasks more quickly.							
DT PU 2: The use of DT improves the quality of WFH.							
DT PU 3: The use of DT makes it easier for WFH.							
DT PU 4: The use of DT enhances my job effectiveness when I WFH.							
2. Perceived ease of use	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DT PE 1: I find our DT for WFH to be easy to use.							
DT PE 2: My interaction with our DT for WFH is clear and understandable.							
DT PE 3: Using our DT for WFH does not require a lot of mental effort.							
3. Technical support	**1**	**2**	**3**	**4**	**5**	**6**	**7**
DT TS 1: The training provided for DT is complete and sufficient.							
DT TS 2: The available documentation for DT is complete and simple.							
DT TS 3: Technical assistance for DT is simple and adequate							
DT TS 4: Troubleshooting provided for DT is complete and sufficient							
DT TS 5: The advice and opinion provided for DT are relevant and rapid.							

8.2. Appendix B – Descriptive Analysis Results

DESCRIPTIVE RESULTS FOR WFH STRESSORS VARIABLES

Variable Name	Variable items	N	Mean	Total Mean	Std. Deviation	Total Std. Deviation
Work overload	WO1.	162	3.02	**2.75**	1.938	**1.497**
	WO2.	162	2.19		1.506	
	WO3.	162	2.79		1.792	
	WO4.	162	3.00		1.888	
Role ambiguity	RA1.	162	2.52	**2.25**	1.627	**1.293**
	RA2.	162	2.25		1.553	
	RA3.	162	2.04		1.342	
	RA4.	162	2.19		1.446	
Job Security	JS1.	162	2.38	**2.62**	1.612	**1.292**
	JS2.	162	2.45		1.653	
	JS3.	162	3.12		2.029	
	JS4.	162	2.80		1.784	
	JS5.	162	2.40		1.707	
Work home conflict	WHC1.	162	3.59	**3.03**	2.078	**1.424**
	WHC2.	162	3.12		1.954	
	WHC3.	162	2.93		1.966	
	WHC4.	162	2.86		1.863	
	WHC5.	162	2.65		1.771	

Psychological Capital descriptive data results

PsyCap as a moderator construct was assessed and the mean and standard deviations for each question used for this construct are presented below.

PsyCap Items	N	Mean	Std. Deviation
PsyCap C1	162	5.83	1.315
PsyCap C2	162	5.57	1.461
PsyCap C3	162	2.70	1.797
PsyCap WT 1	162	5.46	1.454
PsyCap WT 2	162	6.10	1.191
PsyCap WT 3	162	6.02	1.337
PsyCap WT 4	162	5.40	1.546
PsyCap WT 5	162	4.12	1.839
PsyCap WT 6	162	6.06	1.176
PsyCap WT 7	162	6.13	1.164
Total	**162**	**7.00**	**5.3389**

Workplace anxiety results

The mean and standard deviation of the questions used to calculate the workplace anxiety construct 3 are shown below.

Workplace anxiety Items	N	Mean	Std. Deviation
EWA 1	162	3.15	1.869
EWA 2	162	2.92	1.801
EWA 3	162	3.42	1.955
EWA 4	162	3.73	1.946
EWA 5	162	3.31	1.784
EWA 6	162	3.06	1.806
EWA 7	162	2.89	1.748
EWA 8	162	3.26	1.980
Total	**162**	**3.21**	**1.58669**

Variables include perceived use, perceived ease, technical support, effective commitment, and normative commitment. The descriptive data was gathered using the respondent's data.

DT DESCRIPTIVE RESULTS

Variable Name	Variable Items	N	Mean	Total Mean	Std. Deviation	Total Std. Deviation
Perceived Use	DT PU 1	162	5.72	**5.83**	1.598	**1.30147**
	DT PU 2	162	5.64		1.674	
	DT PU 3	162	6.09		1.258	
	DT PU 4	162	5.88		1.313	
Perceived Ease	DT PE 1	162	5.94	**5.80**	1.204	**1.169**
	DT PE 2	162	5.88		1.260	
	DT PE 3	162	5.56		1.508	
Technical Support	DT TS 1	162	5.18	**5.20**	1.544	**1.301**
	DT TS 2	162	5.04		1.509	
	DT TS 3	162	5.27		1.444	
	DT TS 4	162	5.22		1.474	
	DT TS 5	162	5.32		1.354	
	DT NC 2	162	5.12		1.711	
	DT NC 3	162	5.16		1.807	

8.3. Appendix C – Validity Test Results

Validity test results and finds for WFH stressor variable

Items tested							
WFH Stressor variables		**WO1.**	**WO2.**	**WO3.**	**WO4.**		
Work overload	Pearson Correlation	1	.597**	.593**	.599**		
	Sig. (2-tailed)		<.001	<.001	<.001		
	N	162	162	162	162		
		RA1.	**RA2.**	**RA3.**	**RA4.**		
Role ambiguity	Pearson Correlation	1	.650**	.660**	.622**		
	Sig. (2-tailed)		<.001	<.001	<.001		
	N	162	162	162	162		
		JS1.	**JS2.**	**JS3.**	**JS4.**	**JS5.**	
Job security	Pearson Correlation	1	.671**	.360**	.323**	.393**	
	Sig. (2-tailed)		<.001	<.001	<.001	<.001	
	N	162	162	162	162	162	
Work home conflict		**WHC1.**	**WHC2.**	**WHC3.**	**WHC4.**	**WHC5.**	**WHC6.**
	Pearson Correlation	1	.761**	.194*	.292**	.143	.567**
	Sig. (2-tailed)		<.001	.013	<.001	.070	<.001
	N	162	162	162	162	162	162
**. Correlation is significant at the 0.01 level (2-tailed).							
*. Correlation is significant at the 0.05 level (2-tailed).							

PsyCap validity test results

Psychological Capital Items tested										
	PsyCap C 1	PsyCap C 2	PsyCap C3	PsyCap WT 1	PsyCap WT 2	PsyCap WT 3	PsyCap WT 4	PsyCap WT 5	PsyCap WT 6	PsyCap WT 7
Pearson Correlation	1	.599**	.011	.326**	.359**	.380**	.301**	.095	.432**	.468**
Sig. (2-tailed)		<.001	.894	<.001	<.001	<.001	<.001	.227	<.001	<.001
N	162	162	162	162	162	162	162	162	162	162
**. Correlation is significant at the 0.01 level (2-tailed).										
*. Correlation is significant at the 0.05 level (2-tailed).										

Workplace anxiety validity test results

Items tested								
Workplace Anxiety	**EWA 1**	**EWA 2**	**EWA 3**	**EWA 4**	**EWA 5**	**EWA 6**	**EWA 7**	**EWA 8**
Pearson Correlation	1	.801**	.688**	.610**	.673**	.593**	.575**	.649**
Sig. (2-tailed)		<.001	<.001	<.001	<.001	<.001	<.001	<.001
N	162	162	162	162	162	162	162	162
**. Correlation is significant at the 0.01 level (2-tailed).								

Digital technologies (DT) variables validity tests results

DT variables		**DT PU 1**	**DT PU 2**	**DT PU 3**	**DT PU 4**	
Perceived use	Pearson Correlation	1	.877**	.541**	.777**	
	Sig. (2-tailed)		<.001	<.001	<.001	
	N	162	162	162	162	
		DT PE 1	**DT PE 2**	**DT PE 3**		
Perceived ease	Pearson Correlation	1	.847**	.563**		
	Sig. (2-tailed)		<.001	<.001		
	N	162	162	162		
		DT TS 1	**DT TS 2**	**DT TS 3**	**DT TS 4**	**DT TS 5**
Technical Support	Pearson Correlation	1	.780**	.750**	.675**	.596**
	Sig. (2-tailed)		<.001	<.001	<.001	<.001
	N	162	162	162	162	162
**. Correlation is significant at the 0.01 level (2-tailed).						

8.4. Appendix D – REGRESSION ANALYSIS RESULTS

Independent Variables	EWA Model 1	EWA Model 2	EWA Model 3	EWA Model 4
Regression 1 Primary Model				
Gender	0.100	0.007	0.006	0.013
Age	-0.230	-0.069	-0.064	-0.067
Race/ ethnicity	-0.211	-0.164	-0.158	-0.157
No. of children financially dependent on you?	-0.099	-0.095	-0.092	-0.103
Employment status	-0.051	0.229	-0.021	-0.031
Position level	-0.212	-0.250	-0.255	-0.256
Income rage per annum	-0.022	0.080	0.103	0.082
WFS		0.043***	0.044***	0.072
PsyCap			-0.212	0.048
DT				-0.005
PsyCap WFH				-0.008
DTWFH				0.000
F - Value	2.298	9.000***	7.508***	6.343***
R Square	0.095	0.321	0.334	0.340
Adjusted R square	0.054	0.286	0.289	0.286
Regression 2 Work Overload				
Gender	0.100	0.094	0.100	0.107
Age	-0.230	-0.163	-0.163	-0.165
Race/ ethnicity	-0.211	-0.189	-0.195	-0.184
No. of children financially	-0.099	-0.100	-0.099	-0.117

dependent on you?				
Employment status	-0.051	-0.092	-0.059	-0.057
Position level	-0.212	-0.196	-0.204	-0.218
Income rage per annum	-0.022	-0.003	0.018	0.024
Work overload		0.363***	0.361***	1.043
PsyCap			-0.128	0.080
DT			-0.002	0.003
PsyCap WO				-0.095
DTWO				-0.002
F - Value	2.298	5.041***	4.109***	3.498***
R Square	0.095	0.210	0.215	0.221
Adjusted R square	0.054	0.168	0.163	0.158
Regression 3 Role Ambiguity				
Gender	0.100	0.060	0.062	0.046
Age	-0.230	-0.183	-0.183	-0.194
Race/ ethnicity	-0.211	-0.109	-0.110	-0.091
No. of children financially dependent on you?	-0-099	-0.099	-0.098	-0.101
Employment status	-0.051	-0.016	0.003	0.031
Position level	-0.212	-0.272	-0.274	-0.280
Income rage per annum	-0.022	0.130	0.138	0.161
Role ambiguity		0.548***	0.545***	0.912
PsyCap			-0.075	-0.116
DT			0.000	0.011
PsyCapRA				0.023

DTRA				-0.005
F - Value	2.298	7.394***	5.884***	4.947***
R Square	0.095	0.280	0.282	0.286
Adjusted R square	0.054	.0242	0.242	0.228
Regression 4 Job Insecurity				
Gender	0.100	0.071	0.080	0.058
Age	-0.230	-0.065	-0.056	-0.069
Race/ ethnicity	-0.211	-0.209	-0.218	-0.216
No. of children financially dependent on you?	-0.099	-0.123	-0.121	-0.140
Employment status	-0.051	0.003	0.071	0.067
Position level	-0.212	-0.249	-0.265	-0.262
Income rage per annum	-0.022	0.094	0.139	0.137
Job Insecurity		0.584***	0.610***	1.741
PsyCap			-0.260	0.091
DT			-0.003	0.002
PsyCap JS				-0.173
DTJS				-0.002
F - Value	2.298	8.459***	7.353***	6.510***
R Square	0.095	0.308	0.329	0.345
Adjusted R square	0.054	0.272	0.284	0.292
Regression 5 Work home conflict				
Gender	0.100	-0.054	-0.032	-0.050
Age	-0.230	-0.105	-0.103	-0.169
Race/ ethnicity	-0.211	-0.191	-0.223	-0.216
No. of children financially	-0.099	-0.061	-0.061	-0.076

dependent on you?				
Employment status	-0.051	-0.116	-0.087	-0.049
Position level	-0.212	-0.248	-0.272	-0.257
Income rage per annum	-0.022	-9.80	0.049	0.067
Work home conflict		0.372***	0.374***	1.574
PsyCap			-0.1370	0.047
DT			-0.008	0.011
PsyCap WHC				-0.083
DTWHC				-0.134
F -value	2.298	4.668***	4.000***	3.811***
R Square	.095	.197	.211	.236
Adjusted R square	.054	.155	.158.	.174
Regression 6 Hope				
Gender	0.100	0.007	0.013	0.019
Age	-0.230	-0.069	-0.066	-0.067
Race/ ethnicity	-0.211	-0.164	-0.148	-0.145
No. of children financially dependent on you?	-0.099	-0.095	-0.089	-0.101
Employment status	-0.051	-0.076	-0.013	-0.026
Position level	-0.212	-0.250	-0.251	-0.248
Income range per annum	-0.022	0.080	0.100	0.069
WFS		0.043	0.044	0.069
DT			0.001	-0.004
Hope			-0.064	0.010

DTWFH				0.000
Hope WFH				-0.002
F -value	2.298	9.000***	7.773***	6.600***
R Square	0.95	0.321	0.341	0.349
Adjusted R square	0.54	0.286	0.297	0.296
Regression 7 Efficacy				
Gender	0.100	0.007	-0.020	-0.015
Age	-0.230	-0.069	-0.072	-0.083
Race/ ethnicity	-0.211	-0.164	-0.151	-0.148
No. of children financially dependent on you?	-0.099	-0.095	-0.098	-0.100
Employment status	-0.051	-0.076	-0.042	-0.053
Position level	-0.212	-0.250	-0.234	-0.236
Income range per annum	-0.022	0.080	0.092	0.087
WFS		0.043	0.043	0.063
DT			-0.001	-0.006
Efficacy			-0.050	0.038
DTWFH				0.000
Efficacy WFH				-0.002
F -value	2.298	9.000***	7.331***	6.161***
R Square	0.95	0.321	0.328	0.333
Adjusted R square	0.54	0.286	0.283	0.279
Regression 8 Resilience				
Gender	0.100	0.007	0.002	-0.005
Age	-0.230	-0.069	-0.072	-0.068
Race/ ethnicity	-0.211	-0.164	-0.168	-0.163

No. of children financially dependent on you?	-0.099	-0.095	-0.098	-0.094
Employment status	-0.051	-0.076	-0.089	-0.084
Position level	-0.212	-0.250	-0.246	-0.247
Income range per annum	-0.022	0.080	0.087	0.090
WFS		0.043	0.041	0.020
DT			-0.002	-0.006
Resilience			0.026	-0.022
DTWFH				0.000
Resilience WFH				0.001
F -value	2.298	9.000***	7.190***	5.961***
R Square	0.95	0.321	0.324	0.326
Adjusted R square	0.54	0.286	0.279	0.271
Regression 9 Perceived use				
Gender	0.100	0.007	-0.021	-0.002
Age	-0.230	0.069	-0.069	-0.074
Race/ ethnicity	-0.211	-0.164	-0.130	-0.129
No. of children financially dependent on you?	-0.099	-0.095	-0.092	-0.104
Employment status	-0.051	-0.076	-0.015	-0.034
Position level	-0.212	-0.250	-0.244	-0.251
Income range per annum	-0.022	0.080	0.086	0.072
WFS		0.043	0.044	0.063
PsyCap			-0.222	0.040

Perceived use			0.068	-0.075
PsyCap WFH				-0.008
PUWFH				0.004
F -value	2.298	9.000***	7.599***	6.471***
R Square	0.95	0.321	0.336	0.344
Adjusted R square	0.54	0.286	0.292	0.291
Regression 10 Perceived ease				
Gender	0.100	0.007	-0.007	-0.001
Age	-0.230	-0.069	-0.085	-0.096
Race/ ethnicity	-0.211	-0.164	-0.147	-0.147
No. of children financially dependent on you?	-0.099	-0.095	-0.092	-0.104
Employment status	-0.051	-0.076	-0.027	-0.029
Position level	-0.212	-0.250	-0.256	-0.259
Income range per annum	-0.022	0.080	0.121	0.112
WFS		0.043	0.042	0.079
PsyCap			-0.159	0.075
Perceived ease			-0.142	-0.142
PsyCap WFH				-0.007
PE WFH				8.110
F -value	2.298	9.000***	7.828***	6.575***
R Square	0.95	0.321	0.343	0.348
Adjusted R square	0.54	0.286	0.299	0.295
Regression 11 Technical Support				
Gender	0.100	0.007	0.015	0.018
Age	-0.230	0.069	-0.075	-0.083
Race/ ethnicity	-0.211	-0.164	-0.189	-0.188

No. of children financially dependent on you?	-0.099	-0.095	-0.096	-0.107
Employment status	-0.051	-0.076	-0.028	-0.031
Position level	-0.212	-0.250	-0.263	-0.265
Income range per annum	-0.022	0.080	0.122	0.111
WFS		0.043	0.043	0.076
PsyCap			-0.186	0.047
Technical Support			-0.094	-0.120
PsyCap WFH				-0.007
TSWFH				0.001
F -value	2.298	9.000***	7.686***	6.455***
R Square	0.95	0.321	0.339	0.344
Adjusted R square	0.54	0.286	0.295	0.290
*Notes * p< 0.05, ** p < 0.01, *** p <0.001*				