

## **THRIVING AT WORK AND MODERATING EFFECT OF WORKPLACE SUPPORT ON SUBJECTIVE WELL-BEING AMONG BANKERS IN IBADAN METROPOLIS**

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### **Abstract**

This study looked at the impact of thriving at work and the moderating effect of workplace support on the subjective well-being (SWB) of bank employees in various local governments in Ibadan Metropolis, Oyo State. The study is a cross-sectional design using a survey method. Social Comparison Theory guided the study. Cochran's formula yielded a total of 402 bank employees, as multistage random sampling was used to choose the banks from among Ibadan's five local governments. Participants age ranging from 20 to 60 years ( $X = 35.4$ ;  $SD = 7.4$ ). Data were collected using a standardised questionnaire measuring thriving at work, workplace support, and SWB. Four hypotheses were evaluated using ANOVA and regression analysis. The result showed thriving at work has a significant main effect on SWB ( $F(1,394) = 21.86$ ,  $P < .01$ , coworker  $F(1,394) = 14.88$ ,  $P < .01$ ). Learning and thriving at work has a significant main effect on SWB ( $F(1,395) = 37.24$ ,  $P < .01$ ). Supervisory support ( $F(1,395) = 39.67$ ,  $P < .01$ ). The result also showed a significant interaction effect between learning thriving at work and supervisor support on SWB. The effect of thriving at work was significantly positive ( $\beta = .38$ ,  $SE = .10$ ,  $t = 7.97$ ,  $P < .05$ ). Thriving at work and workplace support have joint predictive influence on SWB ( $R^2 = .258$ ,  $F(2,399) = 69.348$ ,  $P < .05$ ). Thriving at work has significant independent influence on SWB ( $\beta = .279$ ,  $t = 6.229$ ,  $P < .05$ ), and workplace support has significant independent influence on SWB ( $\beta = .357$ ,  $t = 7.987$ ,  $P < .05$ ). To summarise, there is a significant relationship between workplace support and thriving at work on SWB. It recommends that organisations create an enabling environment in which employees can thrive without hindrance.

**Keywords:** Energetic at work, learning at work, subjective well-being, thriving at work, workplace support, moderation

## Introduction

The well-being of an employee is universally the characteristic part of a worker's life experience, and usefulness at work is multi-faceted and context-specific. The reality of today's society suggests that evaluating workers' well-being should include not only emotional and physical aspects but also societal aspects (Diener *et al.*, 2010). Bankers face a lot of challenges at the workplace, and most of these challenges can be related to marginalisation and discrimination, which include exclusion from bonus payments, lack of promotion, especially when the worker is contract staff vying for executive posts, lack of salary increment, exclusion from training, learning, and development, absence of incentives for working overtime, and fear of retrenchment, among others, thereby leading to their lack of promotion and well-being.

The term "well-being," which refers to a person's overall state of health, means more than just the absence of physical or mental disorders. It also refers to the person's whole experience and quality of life (Elliot *et al.*, 2017). The concept of well-being is crucial since it constantly affects human behaviour, the world's population, as well as communities and organisations (Pinar, 2019). The Organisation for Economic Cooperation and Development (OECD) stated in a report that employees' well-being should not be seen as entirely different organisations society has to offer because they are a part of a larger society (OECD, 2012).

Psychologists and sociologists, among others, have stressed that well-being and overall quality of life are not just about human functioning in an adequate manner but also about the connection between functioning and pleasure with one's accomplishments as a social being. Workplace stress, deadline pressure, hazardous work, poor client interactions, and total estrangement between employees and their separate families are all factors that contribute to poor well-being in Nigeria, particularly among bank employees (Diener *et al.*, 2010). Even though there are several obvious social issues affecting workers in Nigeria's banking sector, which lead to job dissatisfaction and poor well-being, the research topics related to well-being in the industry largely ignore the aspects of other issues and instead, assume that organisational well-being is solely dependent on psychological and physical factors.

In Britain, efforts to measure and improve well-being at the national level are gaining more attention. Increasing levels of SWB in organisations and society are now considered a critical area of focus for public policy worldwide. There is also an intensified curiosity about whether and how enhancements in well-being may be a factor in economic growth. For example, boosting individuals' subjective well-being has a contributory influence on their physical health,

progresses their gradations of originality and problem-solving, stirs pro-social performance, and restores degrees of obligation at the effort (Brown *et al.*, 2017).

Human thriving at work has attracted the interest of social and behavioural scientists for several decades (Andrew *et al.*, 015). Within the broader psychological narrative, thriving is typically understood as a dynamic process of adjusting to physical, psychological, or social adversity, which results in favourable outcomes like individual development and improved performance within the organisation. Organisational conduct and supervision investigators focus on a somewhat distinct meaning of thriving. The term “thriving at work” has been studied and discussed by many scholars in different areas like art, philosophy, psychology, and science. Positive attitudes, subjective wellbeing, joyful moods, and positive experiences are all indicators of thriving at work. In recent years, there has been an increased focus on workplace bliss. They research to perceive issues and come up with new solutions. Thriving at work has proven that it is related to individual characteristics, which include psychological capital, proactive personality, fantastic effect, and work engagement (Paterson, 2014). Thriving is a paramount stimulant for revolutionary work conduct. When personnel are getting to know (the cognitive dimension of thriving) in the workplace, they achieve information on how to do their duties effectively. They research to perceive issues and come up with new solutions.

Employees who can learn can accomplish tasks in new and feasible ways. This is because learning new things at work boosts employee confidence, which in turn enables them to apply innovative ideas to solve problems in their daily banking routines. Previous work additionally indicates that vitality (the affective dimension of thriving) expedites employee involvement in innovative work behaviours because when personnel experience vitality at their workplace, they will most likely have electricity and motivation to take part in revolutionary work tasks (Junwei *et al.*, 2018).

Many of the needs of the public are met by employees who dedicate a significant portion of their lives to their work. In other words, help at the place of work represents a range of interpersonal behaviours between carriers and recipients that can beautify an individual’s psychological or behavioural functioning (i.e., psychological well-being) through demonstrations of “human-heartedness” at the workplace. Hence, the fundamental goal of this finding is to check out the effect that administrative centre assistance has on the interplay between subjective well-being.

If the individuals feel that their organisations care about their well-being, they tend to feel ‘alive’ and start learning new things to reciprocate and contribute to the organisation’s success. Thriving at work is a psychological state, a short-

term internal belonging of an employee rather than of a long-lasting nature (Greenhaus et al. 2011).

Furthermore, thriving at work is linked to critical worker outcomes, which include task performance, commitment, and health-related outcomes like burnout. Attitude-related outcomes are also linked to thriving at work. Danping et al.'s (2021) study's final results showed that thriving reveals small, albeit incremental predictive validity above and past fantastic effects and work engagement for assignment performance, process satisfaction, subjective health, and burnout.

To investigate the incremental predictive ability to thrive at work over and beyond positive affect and work engagement for four common outcomes—task performance, job satisfaction, subjective well-being, and burnout—Lebreton et al. (2007) used a metaanalytic regression model and path analysis. The results of their analyses revealed that thriving exhibits incremental predictive validity above and beyond positive affect and work engagement for task performance, job satisfaction, subjective health, and burnout, accounting for between 1% (task performance) and 11% (job satisfaction) additional variance in these outcomes. According to Springer et al. (2019), thriving at work is characterised by a person's psychological state of being alive and energised, which are aspects of vitality and a sense of learning.

Another component viewed in the route of this lookup is the extent of support provided at the workplace. Workplace aid is blended instrumental support, emotional support, and mentoring obtained from each colleague and supervisor. Support is a casual social community that gives men and women expressions of emotional issues or empathy, sensible assistance, informational aid, or appraisal. Put another way, the job guide's location emphasises teamwork in problem-solving and information sharing, condition reevaluation, and gathering suggestions from a variety of staff members, including managers, supervisors, and coworkers. Recent investigations of the place of business guides have centred on evaluating the influence of guides obtained from a range of sources, normally supervisors and colleagues.

Workplace support has been found to relate to employees' subjective well-being in recent years. Workplace support from the definitions thus far presupposes an exchange relationship between the employer and the employee. The way employees view how their contributions are appreciated by the employer. Multiple interactions between employees and their employers are necessary for the development of workplace support (Guocai *et al.*, 2011). It is the scope to which workforces remark that their achievements are valued by their organisation and that the firm shows concern about their well-being (Rhoades & Eisenberger, 2002).

Contributions here could be in the form of completing their task duties, innovations, and ingenuity, putting in an extra amount of time into the work, and completing work on or ahead of schedule. To understand employees' behaviour and attitudes, workplace support literature has been extensively studied in conjunction with human resource (HR) policies up to this point. Workplace support is directly linked with three categories of favourable treatment received by employees, such as organisational rewards and favourable working conditions, fairness and supervisory support, participation, and contributions of ideas. Job conditions and certain HR procedures that foster the development of positive employee attitudes and behaviours lead to the creation of workplace support. Fair treatment, supervisory support, rewards, and favourable job conditions showed a strong relationship with perceived organisational support.

Workplace support has been discovered over the years to be positively related to good organisational outcomes that will enhance performance in the organization. Perceptions of positive According to Chen et al. (2009), workplace support has a positive correlation with employee attendance, organisational spontaneity and in-role performance, affective organisational commitment, extra-role behaviour, and workplace safety. Furthermore, Beheshtifaro et al.'s (2012) study on the connection between workplace support and workers' well-being at the Islamic Azad University of Kerman looked at 364 employees who were algebraic residents. Their findings indicated a significant and favourable relationship between workplace support and subjective well-being.

Also, Altunoğlu et al. (2015) posited that high workplace support implicitly creates duties inside people to pay off the employer, consisting of contributions to the employer's achievement that go past what's officially required. According to research, employees with low subjective well-being are less likely to achieve more at work and may have a negative psychological impact on productivity (Fisher et 2010). This is a general management problem. The specific management problem addressed was the level of priority placed on employees' well-being as it relates to overall goals and personnel management by the employer. The management of people at work is an integral part of the management process. To understand the critical importance of employees in the organisation to recognise that the well-being of employees is synonymous with productivity.

Nonetheless, most research on thriving at work has been conducted in Western contexts, but not much attention has been given to the local literature (Diener *et al.*, 2011). No research has looked at the mediating role of thriving at work in the relationship between workplace support and life satisfaction, despite the body of literature already in existence examining the mechanism through which

workplace support relates to subjective wellbeing using job satisfaction as a mediator (Diener *et al.*, 2012).

There is a dearth of empirical research on the moderating effect of workplace support on the influence of thriving at work on subjective well-being among bank employees. Given this, the study aims to broaden the scope of previous research by examining the moderating role of workplace support in the relationship between thriving at work and subjective wellbeing among Ibadan Bank employees. Previous research has looked at various other factors that affect subjective well-being. Hence the need for this study.

Objectives of the study are to:

1. Investigate the interaction between thriving at work and subjective well-being among employees at the workplace,
2. Identify the influence of workplace support (coworker support and supervisor support) on subjective well-being,
3. Investigate the moderating effect of workplace support on the relationship between thriving at work and subjective well-being, and
4. Look at how coworker, supervisor, and thriving at work support, as well as workplace support, all together and separately, affect employees' subjective wellbeing in Ibadan's banking industry.

The hypotheses established in this study are as follows:

- a. Employees who are energetic and who have the support of their coworkers will score significantly higher on subjective well-being than employees who are energetic and who do not have the support of their coworkers.
- b. When learning and receiving support from their supervisors, employees will score much higher on the subjective well-being scale than when learning and receiving no support from their supervisors.
- c. Workplace support will moderate the relationship between thriving at work and subjective well-being.
- d. Thriving at work and workplace support will significantly jointly and independently predict subjective well-being.

## Method

This study utilised a 2-way factorial design in the context of cross-sectional survey research design. This design was used to investigate the interaction effect of the two independent variables combined with the dependent variable, and survey data was gathered from each participant in a single data collection session.

### Population of the Study

The study population consisted of bank employees who were chosen at random from among the five local governments in Ibadan Metropolis banks. Sample and sampling techniques

Every individual chosen for this research lived in Ibadan, in the Nigerian state of Oyo. The sample included 402 bankers. The Cochran sample size formula for an unknown population was adopted to determine the sample size from the population of the study, which is given as[i]:

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

Where: SS = sample size

$$Z = 1.96 \text{ for a } 95\% \text{ confidence level } p = \text{estimated proportion (0.5)}$$

$$E = \text{margin of error (0.05)}$$

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

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

$$SS = 3.8416 * 0.25 / 0.0025$$

$$SS = 384.16 \approx 384$$

The result of the sample size calculation is 384. To account for participant dropout and incomplete questionnaires, an additional 10% of the sample size calculation, or  $38.4 \approx 38$ , was added, resulting in 422 copies of the questionnaire being distributed. In this sample, the mean years of age were 35.4 years (years).

## Instruments

Thriving at Work was measured by the Thriving at Work Scale. This 10-item measure was created to assess participants' ability to grow, advance, and develop quickly in their line of work [ii]. This scale measures on a 5-point

Likert-type response format ranging from 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), to 1 (strongly disagree), summed to provide a single score.” In the present study, the internal consistency of the scale was analysed, and a Cronbach Alpha coefficient of .64 was found.

Supervisor support was measured by the Supervisor Support Scale. This is a 6-item scale developed to measure participants’ relational competencies of supervisors exhibited in terms of confidence, admiration, familiarity, and a deep interest in their subordinates’ needs [iii]. This scale uses a 5-point Likert-type response format, with the total being 1 (strongly disagree), 4 (agree), 3 (undecided), 2 (disagree), and 5 (strongly agree). All items are positively worded.” In the present study, the internal consistency of the scale was analysed, and a Cronbach Alpha coefficient of .85 was found.

Coworker support was measured using the coworker support scale. This five-item measure was created to evaluate the interpersonal transfer of instrumental or emotional resources among coworkers [iv]. This scale was measured on a 5-point Likert-type response format ranging from 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), and 1 (strongly disagree), summed to provide a single score. All items are positively worded. ” After the scale's internal consistency was examined in the current investigation, a Cronbach Alpha coefficient of .78 was discovered.

Subjective well-being was measured using subjective well-being (SWB). This is a 24-item scale assessing participants' various evaluations, positive and negative, of their lives and their affective reactions to their experiences. This scale measures on a 5-point Likert-type response format ranging from 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), to 1 (strongly disagree). ” A Cronbach Alpha coefficient of .87 was discovered after the internal consistency of the scale was examined in the current investigation. **Data Analysis**

The data collected for the study were analysed using the Statistical Package for Social Sciences (SPSS Version 22.0). The socio-demographic information of the respondents was analysed using descriptive statistics, and the preliminary analysis was performed using zero-order correlation. The study generated hypotheses, which were subsequently analysed using sophisticated statistical tools. Specifically, 2X2 analysis of variance was used to analyse hypotheses one and two, and hierarchical multiple regression analysis was used to analyse hypotheses three and four.

## Results

Table 1.1: Summary of zero-order correlation among age, striving, learning at work, energy at work, coworker support, supervisor support, and subjective well-being

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

Source: Fieldwork, 2021

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

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

The results in Table 1.1 indicated that thriving has a significant positive relationship with subjective well-being ( $r(400) = .37, P < .01$ ). This means as a worker thrives on the job, subjective well-being increases. Learning at work has a significant positive relationship with subjective well-being ( $r(400) = .29, P < .01$ ). This means as employees learn on the job, subjective well-being increases. Energetic at work has a significant positive relationship with subjective well-being ( $r(400) = .37, P < .01$ ). This means as employees muster more energy on the job, subjective well-being increases. Support from coworkers significantly improves subjective well-being ( $r(400) = .34, P < .01$ ). This means that as employees enjoy more support from their co-workers, subjective well-being increases. Lastly, supervisory support has a significant positive relationship with subjective wellbeing ( $r(400) = .42, P < .01$ ). This means that as employees enjoy more support from their supervisor, subjective well-being increases.

The first hypothesis, which states that employees who are supportive of their coworkers and enthusiastic will score significantly higher on subjective well-being than those who are neither, was examined using a 2X2 analysis of variance, as indicated in Table 1.2:

**Table 1.2: 2X2 ANOVA of main and interaction effects of energetic and coworker support on subjective well-being among bank employees**

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

E-R Squared = .129 (Adjusted R Squared = .123)

**Source: Field work, 2021**

From Table 1.2 Fieldwork result of the 2X2 analysis of variance indicated that energetic thriving at work has a significant main effect on subjective well-being,  $F(1,394) = 21.86$ ,  $p < .01$  also coworker support has a significant main effect on subjective well-being,  $F(1,394) = 14.88$ ,  $p < .01$ . Nonetheless, the findings indicate that there is no discernible interaction effect on subjective well-being between supportive coworkers and energetic flourishing at work ( $F(1,394) = 1.55$ ,  $P > .05$ ). Hence the hypothesis is partially accepted.

Hypothesis Two: Employees who are learning and who have the support of their supervisor will score higher on subjective well-being than employees who are learning and who do not have the support of their supervisor. This was analysed using a 2X2 analysis of variance as shown in Table 1.3:

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

F-R Squared = .223 (Adjusted R Squared = .217)

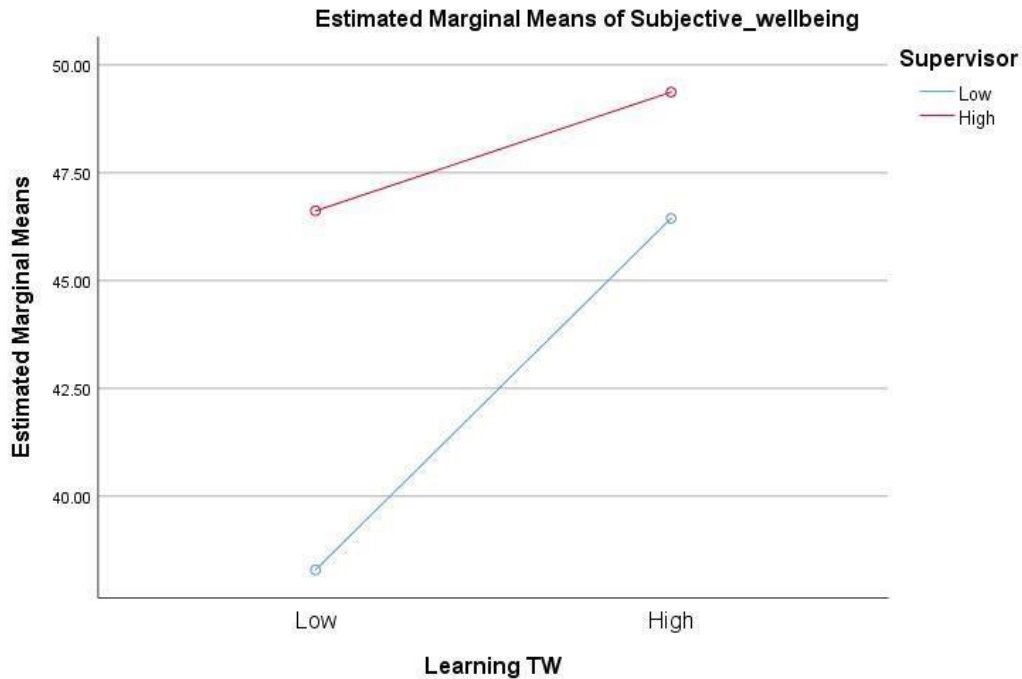
**Source: Field work, 2021 Table 1.3: 2X2 ANOVA of main and interaction effects of learning and supervisor support on subjective well-being among bank employees**

According to Table 1.3's results of the 2X2 analysis of variance, supervisory support and learning to thrive at work both have significant main effects on subjective well-being ( $F(1,395) = 39.67, p < .01$  and  $F(1,395) = 37.24$ , respectively, on subjective well-being. Also, the result shows a significant interaction effect between learning to thrive at work and supervisory support on subjective well-being:  $F(1,395) = 9.13, P < .05$ . Hence the hypothesis is confirmed.

1.4: Multiple comparison table showing the significance of the interaction between categories of learning, thriving at work, and supervisory support on subjective well-being

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

1.4 demonstrates that both high supervisory support and high learning have significant effects on employees' subjective well-being. While this shows that subjective well-being is best attained when the employees receive support from their supervisors, this enables them to learn quickly on the job.



Source: Fieldwork, 2021

Figure 1.1: Showing interaction effect between learning and supervisory support on subjective well-being

The interaction plot graph above demonstrates that bank employees' subjective wellbeing was higher for those with high supervisor support and low supervisor learning than for those with low supervisor support and high supervisor learning or low supervisor support and low supervisor learning.

Hypothesis Three: Workplace support will moderate the relationship between thriving at work and subjective well-being was analysed using multiple regression analysis via PROCESS macro, which analyses direct and conditional effects of moderators in a model as shown in Table 1.5:

Macro,

1.5: Regression model showing moderation effect of supervisory support on the relationship between learning and thriving at work and subjective well-being

Predictors	$\beta$	Se	T	P	LLCI	ULCI
Thriving at work	7.8718	1.2891	6.1064	.0000	5.3375	10.4062
Supervisory support (SS)	8.0469	1.1956	6.7307	.0000	5.6965	10.3973

Interaction term (LTW\*SS)                      -5.1187 1.7945 -2.8524 .0046 -8.6467                      -1.5908

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

LTW = learning and thriving at work; SS = supervisory support.

Source: Fieldwork, 2021

Table 1.5's result demonstrated the use of a microprocessor multiple regression model to examine whether workplace support influences the relationship between thriving at work and subjective well-being. After the independent variable (thriving at work) and moderating variable (workplace support) had been categorised into high and low, they entered into the macro-process model. Results indicated that high learning thriving at work ( $SE = 1.289$ ,  $\beta = 7.872$ ,  $t = 6.106$ ,  $p < .001$ ) and supervisor support ( $SE = 1.196$ ,  $\beta = 8.047$ ,  $t = 6.731$ ,  $p < .001$ ) were both associated with subjective well-being. The results indicate that the impact of learning to thrive at work on subjective well-being was dependent on the quality of supervisory support. The interaction between learning to thrive at work and supervisory support was also significant ( $SE = 1.794$ ,  $\beta = -5.119$ ,  $t = 2.852$ ,  $p < .01$ ). Together, the variables accounted for approximately 21% of the variance in subjective well-being,  $R^2 = .21$ ,  $F(3,398) = 35.698$ ,  $p < .01$ . Hence the hypothesis is partially accepted.

Hypothesis Four: Thriving at work and workplace support will significantly jointly and independently predict subjective well-being was analysed using multiple regression analysis as shown in Table 1.6:

Table 1.6: Summary of Multiple Regression showing joint and independent prediction of thriving at work and workplace support on subjective well-being

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

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Dependent Variable: Subjective Well-being Source:

Fieldwork, 2021.

Table 1.6's findings showed that workplace support and thriving at work have a combined predictive impact on subjective well-being ( $R = .508$ ,  $R^2 = .258$ ,  $F(2, 399) = 69.348$ ,  $P < .05$ ). This implies that there is a 25% variance in subjective well-being that is observed between thriving at work and workplace support. Also, the results in Table 1.4 indicated that thriving at work has a significant independent influence on subjective wellbeing ( $\beta = .279$ ,  $t = 6.229$ ,  $P < .05$ ), and workplace support has a significant independent influence on subjective wellbeing ( $\beta = .357$ ,  $t = 7.987$ ,  $P < .05$ ). Therefore, hypothesis four is accepted.

### Discussion of Findings

According to the first hypothesis, workers who are enthusiastic and have the backing of their managers will considerably outperform workers who are enthusiastic but lack supervisory support in terms of their subjective well-being. The outcome showed that energetic employees who enjoy high supervisor support score higher on subjective wellbeing than energetic employees who enjoy low supervisor support.

This suggests further that subjective well-being is significantly impacted by work-related energy and supervisory support. Substantially, this outcome has enjoyed the support of the existing, according to Van *et al.* (2022).

Employees' attitudes and behaviours at work are influenced by the quality of their relationship with their supervisors. Their belief that their supervisors value and care about their well-being is reflected in the supervisor's actions. Studies have shown that supervisory support encourages workers to remain at their jobs because it is more difficult to determine what prevented undesirable workplace outcomes.

Towne *et al.* (2015), for example, found that workers who received a high degree of support from their managers generally reported higher subjective well-being than those who received a low level of support. Further, when employees are supported by their supervisor in terms of the necessary resources such as advice, materials, and work incentives, there will be less perception of work- or job-related risk, as this relates to renewed vigour that supportive managerial environments contribute to safe work contexts that motivate the employees to take risks (Harari *et al.*, 2016). This is expected to be borne out of the belief that "To whom much is given, much is expected."

The second hypothesis proposed that employees who receive support from their colleagues while they are learning will have a higher subjective well-being score than those who do not receive such support. Present findings revealed that employees who are learning and have high coworker support score higher on subjective well-being than employees who are learning and have low

coworker support. This further connotes that a condition of learning coupled with coworker support influences and leads to subjective well-being. There is appreciable support for this outcome in the literature.

This is comparable to the research done by Norling & Chopik (2020), who looked at the connection between organisational workers' subjective well-being and peer support. It was discovered that there exists a significant and positive relationship between coworker support and subjective well-being. Other research has confirmed the earlier finding by showing that risk-taking and divergent thinking are fostered by a psychologically nonthreatening environment, which is brought about by a supportive coworker atmosphere. These findings further support exploratory learning (Park *et al.*, 2016; Kostopoulos & Bozionelos, 2011).

Beyond that, supportive coworker relationships facilitate and serve as an enabling structure and encouraging condition for acquiring new knowledge and skills at work (Carmeli *et al.*, 2009). According to Colbert *et al.* (2016), encouraging coworkers essentially institutionalises a support system that workers can rely on to get through difficult times, which will promote personal development. To further advance support for the present outcome, it can be argued that trust among co-workers will motivate employees to further give all it takes to their work and feel energised by it, making the interplay between coworker support and learning a significant prerequisite of subjective well-being (Dutton *et al.*, 2007; Han, 2015). Therefore, it is more justified by the present study outcome and findings in the extant studies that worker support and learning will translate to subjective well-being.

The third hypothesis proposed that the relationship between subjective well-being and thriving at work will be moderated by workplace support. Present findings revealed that learning and thriving were associated with subjective well-being. The interaction between supervisory support and learning thriving at work on subjective well-being was significant, suggesting that the influence of learning thriving at work on subjective wellbeing is a function of supervisory support. This implies that having support at work enhances the positive effects of thriving on one's subjective well-being. The outcome based on the present hypothesis revealed that workplace support enhances the relationship between thriving at work and subjective well-being, although to a slight extent. Based.

The reason for this may stem from the fact that support is more justified in a helpless condition. To put it simply, if a worker performs better at their job, they might have been able to develop other psychological resources like assertiveness, self-esteem, and self-efficacy, which might not require further support. Similarly, a study investigated the moderating role of workplace support in the relationship between thriving at work and life satisfaction, which

is a domain of subjective well-being (Zhai *et al.*, 2001). It was discovered that workplace support significantly moderated the relationship between thriving at work and life satisfaction (Lebreton *et al.*, 2007).

The fourth hypothesis proposed that workplace support and thriving at work will both significantly and independently predict subjective well-being. Present findings revealed that thriving at work and workplace support have a joint predictive influence on subjective well-being. Further, thriving at work has a significant independent influence on subjective well-being. Similarly, workplace support has a significant independent influence on subjective well-being. These results, which demonstrated the novel character of the current investigation, have received support from other studies. It was found that incremental predictive ability to thrive at work over and above certain work common outcomes, among which are subjective well-being and burnout, such that thriving explains more of the total variance explained in subjective well-being and burnout.

The earlier study was in line with the position of another related study that thriving is made up of a feeling of vitality and the belief that one is learning, developing, and making progress toward self-actualisation (Spreitzer, 2005). Fairlie (2011) found that employees with higher levels of perceived social and network support from coworkers had higher levels of job satisfaction and morale and lower appraised work stress; this finding further supports the findings of the current study. Also, another study found perceived support as a significant predictor of well-being (Soh, 2016).

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

An extensive positive correlation has been found in the preliminary analysis between age, thriving, learning at work, energy, support from coworkers and supervisors, and subjective well-being. The current findings show that thriving, learning, being energetic at work, coworker support, and supervisor support all have a significant positive relationship with subjective well-being. This suggests that the higher employees' scores on these independent variable measures, the better their well-being. This outcome has been supported by past studies. Also, it was found that being energetic at work connects to both physical and mental states.

A feeling of vitality that employees enjoy shows that they are less likely to consider worry and more likely to be mentally healthy (Ryan & Frederick, 2006; Das *et al.*, 2020).

Because the state provides the resource that gives workers the strength necessary to effectively handle the challenges of their job, this state makes

workers more resilient to physical adversity and illness, leading to positive health outcomes like reduced burnout (Cohn *et al.*, 2009; Adil & Baig, 2018).

## Conclusion

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

Increases in subjective well-being were not brought about by working with enthusiasm and receiving support from colleagues. Learning and supportive supervisory relationships influence and contribute to increases in subjective well-being. Workplace support moderates the influence of thriving at work on subjective well-being.

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

Workplace support individually influences and predicts subjective well-being.

Subjective well-being is correlated with coworker support, supervisor support, thriving at work, learning at work, and energy.

## Recommendations

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

1. One potential area for interventions to enhance well-being is the comprehensive evaluation of employee motivating factors. This entails that human resources should pay a critical assessment of the unique needs of each employee when it comes to evaluation and assessment.
2. Employee support programs should be tailored towards the unique needs of the employees to achieve the desired effectiveness and healthy workforce.
3. In keeping with the workplace effective approach, work-based learning—such as exchange programmes between the organisation and similar or related organisations— should be implemented more frequently than traditional institutional-academic learning.

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