Psychosocial Factors And Psychological Wellbeing Of   Secondary School Teachers In Edo State, Nigeria

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Abstract

The study examined the relationship between psychosocial factors and psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria. It specifically sought to find out to what extent job motivation, work environment and personality styles of teachers correlate with teachers' psychological wellbeing in the study area. Four research questions were raised, research question one was answered while questions two to four were hypothesized. The hypotheses were tested alpha level of 0.05. The study adopted the correlational type of the survey research design. The entire 1036 teachers in the government-owned secondary schools served as the population of the study while the multistage sampling procedure was used to select 240 teachers from the population. The research instrument was adapted from the IPIP Big-Five Factors Markers by Goldberg (1992), for Personality style; Employee Survey Questionnaire by Kinne (2023), for work environment; Employee Motivation Questionnaire by Kinne (2023), for job motivation; and Ryff (1989) scale, for psychological wellbeing. The generated data was analyzed using Pearson Product Moment Correlation. The findings revealed that there is a relationship between teachers' psychological wellbeing and their job motivation. The findings also revealed that there is a relationship between the psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria and work environment.

Keywords: *Psychosocial factors, Psychological wellbeing, Personality style, Work environment, Job motivation*

Introduction

As at 2021, it was estimated that there were about 85 million teachers throughout the world across all levels of education (World Bank, 2021). Teaching has been described as a noble profession that comes with so much responsibility and duty towards students. It is a profession where every teacher needs to play an important role in making a child to realize his or her life dreams. The teaching profession is considered to be among the most prestigious yet challenging options among other career choices. And it plays a pivotal role in shaping the sociocultural and economic fabrics of a scoiety.

Teaching has long been endorsed to be one of the most demanding and stressful jobs with high levels of tension, burnout, attrition, and low professional wellbeing (Benevene et al., 2020; Mercer, 2020). Teacher wellbeing may play an important role in teachers' satisfaction and achievement. Teaching is a highly stressful and demanding career because teaching constitutes the hub around which of any educational system revolves. It is on this premise that the maxim "no education system can rise above the quality of its teachers" is built. Research suggests that teachers are the builders of prosperous and successful societies, and to make learning possible, their emotions, needs, and psychological health must be assured (Zaki, 2018). Teachers whose basic needs have been met are more likely to enjoy positive psychological wellbeing and they are likely to be resourceful and productive. Teachers' psychological wellbeing may correlate to their effectiveness, thus leading to job satisfaction or dissatisfaction (Hongying, 2017; Judge and Kammerer-Mueller, 2019).

The concept of psychological wellbeing refers to an individual's level of mental satisfaction and feelings of accomplishment. According to the World Health Organization (2006), psychological wellbeing is a condition of complete physical, social, and mental wellbeing in the complete absence of diseases or infirmity. Within the premise of psychological wellbeing is a person's view of life. This is not only confined to perception of physical health but include perception of self-esteem and self-efficacy. It also includes interpersonal relationship and the extent to which satisfaction is derived from life. psychological wellbeing is associated with the positive domain of mental health while psychological distress and disorders are related to the negative domain. Wellbeing has been considered

an important offshoot of working conditions which gives the notion that working condition contributes significantly to improved wellbeing. School teachers may face several setbacks in the while performing their basic duties. Such setbacks may be necessitated by increased job demands, multiple roles played by this set of employees, lack of motivation, family structure among others. Many workers face a lot of problems in the course of discharging their duties, which could results to work stress, emanating mostly from the tedious demands of their work, and of course, hamper their psychological wellbeing because of the struggle to cope with pressure from each angle (Saidu, 2013). According to Emmanuel and Odusanya (2015), the challenges of psychological wellbeing among secondary school teachers still remain a serious issue that needs urgent attention, due to the rigorous work load, pressure and multiple roles assigned to them in their place of work which could make many of them unhappy. Most secondary school teachers may spend a longer time attending to students; and in the process infringe on their own health condition. The task attached to teaching profession coupled with the seemingly poor remuneration may make them unhappy, and could feel unsatisfied, thereby affecting their psychological wellbeing. The psychological wellbeing of teachers in Nigeria has continued to deteriorate on a day to day basis due to the economic downturn in the country (Ajala & Bolanriwa, 2015).

Psychological well-being of teachers in Nigeria is a core feature that should be emphasized in the teaching profession at all levels of governance. The psychological wellbeing of teachers is described as the judgment and satisfaction of an individual with his/her happiness, physical and mental health, as well as their profession (Huppert, 2009). The

wellbeing of teachers goes beyond the simple absence of setbacks and stressors at work but rather refers to the capability of teachers to strike a positive and dynamic balance between their resources and professional challenges (Benevene, 2020).

Teacher wellbeing has been acknowledged to be crucial for teachers' lives as low level of teachers' wellbeing could constitute a threat to teachers' overall health (Gray, Grove, and Sutherland, 2017; School Mental Health Group, 2019). Psychological wellbeing is a major driver of teaching quality (Duckworth et al., 2009) and student achievement (Branand and Nakamura, 2017). High teachers' psychological wellbeing could help schools stabilize their functioning and increase the commitment of staff members. Teachers experiencing diminished wellbeing may not be able to provide high quality teaching and may leave the profession early.

The economic downturn in the country seems to have put a lot of teachers under a lot of hardship and this may adversely affect their psychological wellbeing. Many teachers may feel burned out, struggling with their job and stressed. This could lead to series of consequences on the schools, the learners, the society and the teachers themselves. Stress can negatively affect mental and physical health of humans. The stressors could be as a result of psychosocial induced factors like job motivation, work environment, and personality styles of the teachers among others. Psychosocial factors are characteristics or facets that influence an individual psychologically and socially which can lead to adaptive and maladaptive ways of perception, evaluation and action (Adeyemi & Uyigue, 2020). They are factors that portray the relative standing of persons vis-à-vis their social environment and the attendant effect on physical and mental wellbeing.

Job motivation is considered a major factor in work performance and productivity. The instrumentality of ample job motivation to the successful accomplishment of set objectives is such that even when work objectives are well-defined, appropriate skills are present and a conducive environment provided, task accomplishment in job setting may still prove difficult in the absence of adequate job motivation. According to Mercer (2020), there are three major components of job motivation which are activation, persistence and intensity. According to him, activation has to do with the decision to initiate or begin a behaviour; persistence has to do with the continuous effort toward a goal even though challenges may occur; and intensity has to do with the concentration and effort that goes into pursuing a goal.

Teachers' personalities may affect their productivity at work. Psychological characteristics can have behavioural manifestations; they should not exclusively be reflected in bodily expression, such as specific (facial) gestures or movements (Roisine & Joanne, 2016). Effective reward mechanism in a school system may improve teachers' motivation and increase their productivity and contribute to a better and enhanced psychological wellbeing (Adeyemi & Egbochuku, 2019). When teachers receive appropriate motivation, their psychological wellbeing may be increased. Such development could result into high productivity.

Dornyei (2005), Fernet (2016) and Schaufeli and Bakker (2004) had highlighted specific dimensions of teachers' motivation that can influence and shape a healthy and productive learning environment for their students, engrossing work environment for their colleagues and an engaging professional setting for themselves to sustain their job interest

and dedication as well as their attachment to their career. Teachers may experience several setbacks in their line of duties as a result of increase in job demands and multiple roles played by the teachers which may affect their psychological wellbeing. Teachers are concerned and connected with their work environment for both personal comfort and better performance. If the working condition is pleasant, teachers may find it easy to carry out their job duties. Contrarily, if the working conditions are not good, it may lead to poor job dissatisfaction and consequently to poor job performance. Therefore, a pleasant work environment of teachers could be linked to a stable psychological wellbeing.

Personality styles reflect people's characteristic patterns of thoughts, feelings and behaviour. It is the combination of habitual behaviours, cognitions and emotional patterns that make up individual distinctive characters. An introverted teacher might be quiet and reserved while an extroverted teacher might be sociable and outgoing and this may affect the teaching learning process. Teachers' psychological characteristics such as personality may have significant outcome in relation to teacher's effectiveness, teachers' wellbeing and inter-personal relationship with students, parents, principals and colleagues.

Statement of the Problem

Nowadays, the issue of teachers' psychological wellbeing has raised a lot of concern in Nigeria, as many teachers seem to be suffering from psychosocial challenges (Ajala & Bolarinwa, 2015). The wellbeing of teachers today may impact the wellbeing of the society in the future; and if the standards remain unchanged, the educational experience of students may suffer, with far-reaching financial, economic and social consequences for the nation. Many teachers could be facing some psychosocial problems which could emanate mostly from the tedious workload, lack of job motivation, family demands and structure, and poor personality disorder among others, which could influence their psychological wellbeing. This is because they could be struggling to cope with pressure from many angles.

It has been observed that many secondary school teachers in Benin Metropolis of Edo State, Nigeria could be facing low psychological wellbeing, which could be linked to various psychosocial challenges they may be facing in discharging their duties, and consequently leading to stressors. Such stressors could arise as a result of psychosocial induced factors like the state of job motivation, work environment, and personality styles of the teachers; which are the focus of this study. Psychosocial factors are characteristics or facets that influence an individual psychologically and socially which can lead to adaptive and maladaptive ways of perception, evaluation and action. They are factors that describe individuals in relation to their social environment and how these affect physical and mental health.

Such challenges remain a serious issue that need urgent attention due to rigorous workload, pressure and multiple roles assigned to them at their workplace which could make many of them unhappy and stressful, thus impacting on their wellbeing. The need to look into the relationship between psychosocial factors and psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria is significant as it could impact on their output and the overall achievement of the education goals.

The contention of this study therefore,

is whether certain psychosocial factors could correlate with teachers' psychological wellbeing in Edo State, Nigeria. In other words, could there be relationship between psychosocial factors and teachers' psychological wellbeing in the study area. Thus, this study investigated the correlation between psychosocial factors and psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria.

Research Questions

What is the nature of the psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria?

Is there a relationship between job motivation and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria?

Is there a relationship between work environment and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria?

Is there a relationship between personality styles and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo Stat, Nigeria?

Hypotheses

There is no significant relationship between job motivation and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria.

There is no significant relationship between work environment and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria.

There is no significant relationship between personality styles and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria.

Methodology

The study adopted survey research design using correlational method. The population of the study comprised all the public owned secondary school teachers in Benin Metropolis of Edo State, Nigeria with a total population of one thousand and thirty six (1,036) in the three local government areas that made up the area of study. The sample for the research was selected using the multi-stage sampling procedure. At the first stage, the three (3) local government areas that made up the Benin Metropolis were purposefully selected for their homogeneity out of the eighteen (18) local government areas that made up Edo State. At the second stage, ten (10) schools were randomly selected from each local government area within the Metropolis. At the third stage, eight (8) teachers were randomly selected from each of the ten (10) sampled schools from each local government area, making up eighty (80) teachers from each of the three local government areas. A total of 240 teachers were therefore selected as the sample for the study.

The instrument for collecting data for the study was a questionnaire adapted from the IPIP Big-Five Factors Markers by Goldberg (1992) for Personality style; Employee Survey Questionnaire by Kinne (2023) for work environment; Employee Motivation Questionnaire also by Kinne (2023) for job motivation; and Ryff scale by Ryff (1989) for psychological wellbeing. The questionnaire has two sections (A and B). Section A was to collect demographic data of the respondents while Section B was on the main items of the instrument. The

instrument was validated while the reliability tests yielded 0.753, 0.692, 0.701 and 0.730 coefficients for psychological wellbeing, personality styles, job motivation and work environment respectively; making use of the Cronbach alpha method. Research question one was answered directly using the descriptive analytical method while hypotheses one to three were analyzed using the Pearson Product Moment Correlation and making use of the SPSS. The hypotheses were tested at an alpha level of 0.05.

Results

Research Question One: What is the nature of psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria?

Table 1: Descriptive Analysis of the Nature of Psychological Wellbeing of Secondary school Teachers in Benin Metropolis of Edo State, Nigeria.

Variables	N	Sum	Mean	Std. Dev.	Test Mean
Psychological wellbeing	240	9256	38.57	4.5367	50

Table 1 shows the descriptive analysis with respect to the nature of psychological wellbeing of secondary school teachers in Benin metropolis of Edo State, Nigeria. Total respondents were 240 with a mean of 38.57 and standard deviation of 4.5367. The mean value of 38.57 is lesser than the test mean of 50.00. Therefore, the nature of the psychological wellbeing of teachers in Benin metropolis of Edo State, Nigeria was considered low, which implies that the psychological wellbeing of teachers in the study area was unhealthy.

Hypothesis One: There is no significant relationship between job motivation and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria.

Table 2: Pearson Product Moment Correlation between Job Motivation and Psychological Wellbeing of Secondary school Teachers.

Variables	N	r	Sig. (2-tailed)
Psychological wellbeing			
Job Motivation	240	0.614	0.421

Table 2 shows the relationship between job motivation and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria. A total of 240 teachers responded to the instrument. The correlation coefficient obtained for this distribution is 0.614 with a p-value of 0.421 and tested at an alpha level of 0.05. Due to the obtained correlation which is above 0.3 but below 0.7, it then implies that there is a moderate correlation between job motivation and psychological wellbeing of secondary school teachers. Thus, the stated hypothesis is rejected, which implies that job motivation and psychological wellbeing of teachers is related. Therefore, there is relationship between job motivation and

psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria.

Hypothesis Two: There is no significant relationship between work environment and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria.

Table 3: Pearson Product Moment Correlation between Psychological Wellbeing and Work Environment of Teachers.

Variables	N	r	Sig. (2-tailed)
Psychological wellbeing			
Work environment	240	0.799	0.143

Table 3 shows the relationship between work environment and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria. A total of 240 teachers responded to the instrument. The correlation coefficient for this distribution is 0.799 with a p-value of 0.143 tested at an alpha level of 0.05. Since the correlation coefficient is higher than 0.7, it then implies that there is a high correlation between psychological wellbeing of teachers and work environment. Thus, the stated hypothesis is rejected, which implies that the work environment is related to psychological wellbeing of teachers. Therefore, there is relationship between work environment and psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria.

Hypothesis Three: There is no significant relationship between personality styles and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State.

Table 4: Pearson Product Moment Correlation on between PPersonalityStyles and Psychological Wellbeing of Teachers.

Variables	N	r	Sig. (2-tailed)
Psychological wellbeing			
Personality Styles	240	0.781	0.206

Table 4 shows the relationship between personality styles and psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria. A total of 240 teachers responded to the instrument and the correlation coefficient obtained for this distribution is 0.781 with a p-value of 0.206 tested at an alpha level of 0.05. Since the correlation coefficient obtained for this distribution is greater than 0.7, it then implies that there is a high correlation between personality styles and psychological wellbeing of secondary school teachers . Thus, the stated hypothesis is rejected, which implies that the personality styles and psychological wellbeing of secondary school teachers are related. Therefore, there is relationship between personality styles and psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria.

Discussion of Findings

The result obtained showed that the psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria is unhealthy and may be caused by the teachers' low psychosocial pedigree. The psychological wellbeing of teachers can be associated with teachers' job motivation, work environment and personality style.

Another results revealed that job motivation is related to psychological wellbeing of secondary school teachers. This finding agrees with the work of Abos et al (2018) that teachers who were high on motivation display a high level of psychological wellbeing. However, Khanal (2021) in his study reached a conclusion that teachers could be intrinsically and extrinsically demotivated due to lack of job motivation which could adversely affect the teachers' psychological wellbeing.

Increment in salary, loyalty of management, recommendations, training and retraining at workshops and seminars among others could be responsible for job motivation of teachers, which could consequently impact the psychological wellbeing of teachers. It is believed that good income not only helps employees meet basic needs, but also to higher needs in life (Luthans, 2006). Hung (2017) referred to the amount paid to employees, as well as employees' perceptions of pay equality and the pay mechanisms used to divide wages among employees as indices of staff motivation. Effective training can boost employee morale and loyalty to the organization; and businesses that offer great training opportunities are less likely to lose their employees to other organizations (Fernet, 2016).

Another result revealed that work environment is related to the psychological wellbeing of teachers.

This finding agrees with Abdurrahman et al (2015) which revealed that teachers rated their level of Quality of School Work Life moderately and rated their level of

psychological wellbeing relatively higher. This study showed that there is a positive correlation between the psychological wellbeing of teachers and their work environment. A study by Srivastava (2007) agreed that those teachers who perceived their work environment to be safer and more favourable may experience lower levels of psychosomatic distress and have fewer symptoms of somatization than those who perceived their work environment negatively. Moreover, Envick (2012) proved that positive psychological wellbeing will positively effects worker productivity.

Work relationship, job security, self-recognition, job characteristics among others could be those factors that facilitate a conducive work environment among teachers. Tran (2015) concluded that the more interesting the work, the more the employees will become enthusiastic and interested in focusing on the work. Nguyen (2021) in her study came to the conclusion that employees will feel more at ease if they have a positive working relationship with their coworkers and are valued. A study by Sabri, Mutalib & Hasan (2019) concluded that an organization with a good employee relation programme will provide fair and consistent treatment to all employees so they will be committed to their jobs and loyal to the organization. It is believed that employees' good relationship with the employer could help to motivate them in doing their work and keep them energised (Sabri et al., 2019). According to Andriotis (2018), employee appreciation in the workplace is highly essential in the culture of any organization. Outstanding employees can be rewarded with a

public commendation in front of all colleagues, or they can be rewarded with something as simple as a "thank you" messageq for their efforts or a warm welcome at work (Andriotis, 2018). Most employees have a desire to be recognized by their managers, colleagues, and customers. This need has been recognized by workers, and partly by social and organizational contexts (Brun & Dugas, 2008).

The last finding revealed that personality styles is related to the psychological wellbeing of secondary school teachers.This may be because the key to success in life depends on individual personality traits and styles. This finding agrees with Mercer (2020), which stated that the key to success to creative teaching is to understand teachers' personality traits, pay attention to the resilience of the development of teachers' creative teaching, and provide required support. He asserted that the higher the awareness of a problem and the degree of school support in the resilience is, the higher the problem solving and the higher degree of teaching in the creative teaching tended to be. Similarly, the study of Arshad and Rafique (2016) agreed that increasing extraversion and conscientiousness among teachers can eventually help in enhancing psychological wellbeing.

Conclusion

Based on the findings of this study, it is concluded that the psychological wellbeing of teachers in Benin Metropolis of Edo State, Nigeria is unhealthy. It is also concluded that job motivation is related to the psychological wellbeing of secondary school teachers in Benin Metropolis of Edo State, Nigeria. Furthermore, the work environment and personality styles of teachers are related to their psychological wellbeing in the study area.

Recommendations

Based on the findings of this study, the following recommendations were made.

Teachers should exhibit balanced personality styles and traits at schools to enhance healthy psychological wellbeing.

School administrators should ensure healthy work environment for their teachers for improved wellbeing.

School administrators should give commendation and appropriate rewards to teachers who had displayed exceptional qualities in the discharge of their duties.

Government should ensure periodic promotion and commensurate increment in teachers' salary and other emoluments to ensure motivation for higher performance; and consequently inducing their psychological wellbeing.

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