ANTECEDENTS OF PSYCHOLOGICAL WELL-BEING AMONG ENGLISH TEACHERS IN NIGERIA

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Abstract

Research on Psychological Well-Being of workers in general and teachers in particular cannot be ignored. This is because a mentally or psychologically fit workers or teachers will contribute meaningfully to the success of the classroom encounters by giving their maximum best. As a result of this, this study sought to investigate the general Psychological Well-Being status of the teachers of English in Nigeria. Using a quantitative approach, therefore, the study collected the needed data from the 110 selected secondary school teachers of English with the aid of the questionnaire adapted from the Ryff's Psychological Well-Being Scales. The results revealed that the general Psychological Well-Being of the teachers of English study was good with an overall mean score of ($M=3.43; SD.= 8.07$). It was further shown that the teachers differed in their PWB status based on wages, family size and class size. That is, an independent t-test was conducted to compare the PWB status of the teachers of English in this study based on their wage range, the size of the families they live in and the size of the classes they took and it showed that significant differences exited in the PWB status of the teachers based on wages, family size and class size. It thus means that, among others, wages, family size and workload are important contributors to mental health. To this end, the study concluded that enhancing teachers' mental well-being is an important educational management issue. Employers should make sure they invest in it through adequate wages, support and conducive work environment.

Keywords: Psychological Well-Being, English teachers, employees, mental health, classroom, educational management

INTRODUCTION

Research on Psychological Well-Being of worker in general and teachers in particular cannot be ignored. That is why it has received considerable attention from scholars of various disciplines (Ajala & Bolanriwa, 2015; Adejuwon, Adekunle & Ojeniran, 2018; Onuoha & Akintola, 2018; Fagbenro, Olasupo & Kenku, 2019). This is not unconnected to the fact that a mentally or psychologically fit workers or teachers will contribute meaningfully to the success of the classroom encounters by giving their maximum best (Fagbenro, Olasupo & Kenku, 2019).

Therefore, it is undeniable that many employees struggle to handle pressure from all directions while doing their obligations. This causes work stress, which is mostly brought on by the tiresome demands of their jobs, and obviously affects their Psychological Well-Being (Saidu, 2013). Events at work that are stressful might result in somatic problems, anxiety, despair, burnout, and higher healthcare costs (Gilbreath & Benson, 2004). Stressful life events were found to be associated with current and future illness in some other studies. Stressful situations can cause post-traumatic stress disorder and have detrimental long-term impacts on wellness if they are severe enough. Furthermore, it has been stated that stressful situations lower quality of life and put people at risk for showing symptoms and indicators of mental disorders, even when their mental

health is at its best (Gilbreath & Benson, 2004). The most significant factor influencing human health in modern industrial civilization is also thought to be an individual's lifestyle, particularly in

terms of health habit. Future mortality, morbidity, disability and psychosomatic ailment rates can be predicted by lifestyle choices (Gilbreath and Benson, 2004).

According to a survey by Krause (1993) reported by Hiregoudar (2009), the top reasons given by teachers for leaving the profession were stress, a lack of resources, a lack of time, frequent meetings, high class sizes, a lack of help or support, and angry parents. Pullis (1992) investigated how teachers of kids with behavioral disorders were affected by work-related stress. These teachers identified a number of factors as major sources of occupational stress, including insufficient school discipline policies, administrator attitudes and behaviors, teacher attitudes and behaviors, work overload, poor career opportunities, low status of the teaching professions, lack of recognition for good teaching, loud and disruptive students, as well as dealing with parents. The teacher sample also noted that the main side effects of stress were feeling drained, frustrated, overwhelmed, carrying stress home, feeling guilty about not doing enough, and becoming angry.

Due to its enormous relevance, the concept of Psychological Well-Being has undergone extensive empirical review and theoretical evaluation and so, there is currently no single consensual conceptual understanding of Psychological Well-Being. Psychological Well-Being, in its simple term, refers to positive mental health (Edwards, 2005). However, as noted by Edwards (2007), research has shown that Psychological Well-Being is a varied, multidimensional concept (MacLeod & Moore, 2000; Wissing & Van Eeden, 2002). It is developed through a combination of emotional regulation, personality traits, identity, and life experience (Helson & Srivastava, 2001), and it can rise with age, education, extraversion, and conscientiousness while falling with neuroticism (Keyes et al., 2002).

Psychological Well-Being as a concept and as it is employed in the current study has to do with how teachers assess their lives in terms of cognition, emotion, or feelings. It refers to how frequently they experience positive or negative moods and emotions, which can have a positive or negative impact. This is consistent with the idea that teachers' internal experiences and life perceptions can be used to assess their Psychological Well-Being (Harter, Schmidt & Keyes, 2002). Positive mental health is known as Psychological Well-Being (Maziriri, Chuchu & Madinga, 2019; Ismail & Desmukh, 2012). Psychological Well-Being, according to Farrington (2017), is the perception of tackling life's existential issues. It is also defined as a combination of positive affective states, such as happiness, and working with maximum effectiveness in one's personal and social life (Winefield, Gill, Taylor, & Pilkington, 2012).

Psychological Well-Being has been investigated in various organisational contexts, including employee well-being (Žižek, Treven, & Čančer, 2015), commitment (Kanten & Yesıltas, 2015) and job satisfaction (Jones, Hill, & Henn, 2015), as well as relationships between family and work. It has been found that PWB is associated with positive results in terms of work performance of an employee. For instance, Wright and Cropanzano (2000) point out that Psychological Well-Being benefits include an increase in an individuals' cognitive functioning and health, and ultimately the happy functioning of society. Psychological Well-Being is generally considered necessary for effective human functioning (Ryan & Deci, 2001).

According to Trpcevska (2017), the word "Psychological Well-Being" has several different definitions and metrics (Bennett, 2005; Gartoulla, Bell, Worsley & Davis, 2015; Kinderman, Shwannauer, Pontin & Tai, 2011; Rose, Ahuja & Jones, 2006). That is why when examining mental health and Psychological Well-Being, Wilkinson and Walford (1998) advise against using the words interchangeably. This is supported by some academics, who point to the widespread use of terminology that are used interchangeably as the main cause of the lack of agreement on what constitutes Psychological Well-Being. They list a number of expressions that are interchangeable with psychological wellness, including happiness, mood, affect, subjective wellbeing, quality of life, satisfaction with life, mental health, emotional health, and wellbeing.

Therefore, it is important to state at this juncture that Psychological Well-Being is a subjective term that means different things to different people (Fagbenro, Olasupo & Kenku, 2019). However, two broad psychological traditions have usually been employed to explore and account for the concept of Psychological Well-Being. These are the hedonic view and eudemonic view. The former equates Psychological Well-Being with happiness and is often operationalized as the balance between positive and negative affect (Ryan & Deci, 2001) while the latter assesses how well people are living in relation to their true selves.

In accordance with the foregoing, Trpcevska (2017) asserts that positive psychology has improved our understanding by recognizing that a mentally or psychologically well person is not only someone who does not exhibit negative psychological symptoms like anxiety or depression. As opposed to this, it acknowledges that Psychological Well-Being, or mental health, also includes protective factors and positive functioning, such as high levels of resilience (Andrews & Chong, 2011; Cvetkovski, Reavley & Jorm, 2012; Stallman, 2010), high levels of social

connections (Cacioppo, Capitanio & Cacioppo, 2014; Roffey, 2015; Sarkar & Fletcher, 2014; Spencer & Patrick, 2009), (Burris, Brechting, Salsman & Carlson, 2009; Salmoirago-Blotcher et al., 2012).

Similarly, according to Le Roux (2008), Psychological Well-Being cannot be attained as a single aim and is instead influenced by a variety of factors. These factors include depression, age, personality, stress-inducing life events, and social support. Gilbreath and Benson (2004) found that higher levels of social support are linked to better immune, endocrine, and cardiovascular system function. Additionally, they found that higher levels of social support at work are linked to lower rates of psychiatric disorders and sick leave and may help employees deal with issues in their personal relationships outside of the workplace (Gilbreath & Benson, 2004). Ryff (2014) therefore established six characteristics of Psychological Well-Being: self-acceptance, positive relationships with others, personal growth, purpose in life, environmental mastery, and autonomy. Or, to put it another way, these are recognized as the elements of a balanced Psychological Well-Being.

The availability of various measurement scales or tools is another development in the study of Psychological Well-Being. The earliest subjective definition of wellbeing was employed by the Satisfaction with Life Scale, which was the focus of a large amount of research (Conway & Macleod, 2002). Regarding their overall level of happiness with their quality of life, participants are required to give a cognitive rather than an emotive response. Other evaluation tools include the Beck Depression Inventory, the Social Readjustment Scale, and the Fortitude Scale (Beck, Ward, Mendelson, Mock & Erbaugh, 1961; Holmes & Rahe, 1967; Pretorius, 1998). The Social Readjustment Scale analyzes current experiences of stress in terms of key life events, whereas the Fortitude Scale measures self-, family-, and support-related assessments. Depression-related emotional distress is evaluated using the Beck's Depression Inventory (Edwards, 2007).

However, despite these extensive evaluation and assessments, experts have argued that Psychological Well-Being is a diverse multidimensional concept, with exact components still unknown (MacLeod & Moore, 2000). It is perhaps in response to that Ryff (1989, 2014) extensively researched the objective understanding of Psychological Well-Being with her scale considered one of the best and comprehensive scales on Psychological Well-Being. According to Edwards (2007), her conceptualization of Psychological Well-Being was based on the combination of Maslow's (1968) self-actualization, Rogers' (1961) view of the fully functioning person, Jung's (1933) formulation of individuation, Allport's (1961) conception of maturity, Erikson's (1959) psychosocial stage model, Buhler's (1935) basic life fulfillment tendencies, Neugarten's (1973) descriptions of personality change in adulthood and old age, and Jahoda's (1958) six criteria of positive mental health. According to Conway and Macleod (2002), Ryff's scale is regarded as the best objective measure of positive mental health. Therefore, as presented by Ryff (2014), there are six (6) components of Psychological Well-Being. These are autonomy, personal growth, environmental mastery, purpose in life, positive relations with others and self-acceptance.

The ability to manage one's own behavior through an internal locus of control is known as autonomy (Ryff, 1989; 2014). A person who is in full functioning has a high level of internal evaluation, evaluating oneself based on one's own standards and accomplishments rather than depending on the standards of others. She is more devoted to her own ideals and less influenced by other people's opinions because she does not seek the approval of other people (Edwards, 2007). A high amount of autonomy denotes independence, whereas a low level denotes self-consciousness. Personal growth is the capacity to grow and expand oneself, to become a fully realized individual, to self-actualize, and to achieve objectives (Ryff & Keyes, 1995). Peak psychological functioning requires ongoing self-development through expansion in all areas of life. For instance, this calls for English teachers to develop continuously and find solutions, thereby enhancing their skills. A high level of personal growth indicates ongoing development, while a low level indicates stagnation in development. The aspect of Psychological Well-Being that is possibly closest to eudemonia is personal growth. Environmental control is the choice and management of the actual and fictitious environment via physical and/or mental acts (Edwards, 2007; Ryff & Keyes, 1995). A high level of context management demonstrates environmental mastery. On the other side, a low level is associated with failure to successfully regulate one's environment. In this regard, a mature teacher has the ability to interact and relate to a wide range of individuals in a variety of scenarios, as well as to quickly adapt to different contexts. Additionally, by controlling their physiological and cognitive arousal, teachers will be better able to maintain control over and comprehend their surroundings and their relationships with others. Environmental mastery, therefore, means being able to control complex environmental and life situations and to seize opportunities which present themselves. It often requires the ability to step out of one's 'comfort zone' when striving for optimal performance (Edwards, 2007).

Furthermore, being psychologically well requires being conscious of one's life's larger purpose. This is purpose in life

and it requires setting and achieving goals that enhance one's appreciation of life as well as reflecting on the perceived importance of one's existence (Ryff & Keyes, 1995). Despondency is eliminated when there is purpose in life since it gives direction. For instance, when a teacher maintains focus, attention, and concentration, sets attainable goals, and strives to be more holistic, she pursues a higher goal for herself and frequently goes on to help others, particularly their kids. The process of developing and attaining goals can be inspiring and motivating (Weinberg & Gould, 2007). Similarly, having positive relations with others is an essential component in the development of trusting and lasting relationships as well as belonging to a network of communication and support (Edwards, 2007). Good relations result in an understanding of others while poor relations can cause frustration (Ryff, 1989). The ability to have good human relations is one important feature of mental health with pathology often characterized by impairment in social functioning (American Psychiatric Association, 2000). Hence, positive relations with others often lead to increased knowledge, empowerment and improved performance. Lastly, according to Edwards (2007), self-acceptance is the element of Psychological Well-Being that is most frequently mentioned. Since appropriate levels of self-acceptance foster a positive outlook and increased life satisfaction, it is a key component of both mental health and good functioning. Ryff (2014) asserts that a crucial aspect of self-actualization, improved psychological functioning, and development is self-acceptance. Accepting the past, the present, and establishing a course for the future are all required.

Hence, according to Oliveira, Gomide Júnior and Poli (2020), the bond formed between an individual and her employment organization is established through processes that promote employees' quality of life and pleasant healthy experiences (Seligman & Csikszentmihalyi, 2000). That being the case, well-being at the workplace, conceived as the "prevalence of positive emotions at work and the individual's perception that in his job he expresses and develops his potential/skills and advances toward achieving his goals in life" (Paschoal, 2008, p. 23), is an interesting and promising object of investigation, especially in terms of identifying variables capable of influencing this experience. It has to do with the functioning of workers' (and in deed teachers) capabilities and encompasses the dimensions of self-acceptance, positive relations with others, autonomy, environmental mastery, life purpose and personal growth.

Both Danna and Griffin (1999) and DeJoy and Wilson (2003) examined workplace wellbeing in their respective research. They contend that it is a component of a person's overall wellness, which is demonstrated by psychological and physical signs that interact in complicated ways to affect the person. Occupational well-being, according to Horn, Taris, Schaufeli, and Schreurs (2004), is a complex notion connected to the positive assessment of emotional, motivational, behavioral, and psychosomatic characteristics underlying the job situation. Supporting this, Sirgy (2006) stated that well-being at work is a condition of satisfaction, happiness, and subjective well-being that is closely related to job satisfaction. It also reflects the employee's contentment with her job and with her life in general (Schulte & Vainio, 2010). Thus, this is speaking of the teachers' quality of life at work, which is represented in their level of happiness at work and in their general quality of life. According to Siqueira and Padovam (2008), a multidimensional psychological construct of workplace wellbeing is made up of positive affective relationships with the job. This means that an English teacher will express a high level of wellbeing at work if she is content with the work she does, acknowledges connection with the duties, and upholds an affective commitment to her employer.

Therefore, according to Dessen and Paz (2010), a worker's sense of well-being at work depends on how well their needs and wants are met while carrying out their organizational responsibilities. Most often, this is determined by signs like pride in one's accomplishments within the confines of the organization, personal recognition, autonomy, expectations of progress, and environmental support. Thus, the concepts of affective (positive affect, negative affect) and cognitive (personal achievement on the workplace) dimensions are used by Paschoal and Tamayo (2008) to conceptualize wellbeing at work.

In conclusion, an employee's wellbeing has a significant impact on their performance at work as well as other facets of their lives. Numerous studies have looked at how it affects work outcomes and how it affects life at work (Karapinar et al., 2019; Turban and Yan, 2016). According to evidence, one of the most important aspects for the success and performance of a business is the health and well-being of its employees (Bakker et al., 2019; Turban and Yan, 2016). Customer satisfaction (Sharma et al., 2016), staff engagement (Tisu et al., 2020), organizational citizenship behavior, and better organizational performance and productivity are just a few of the outcomes that employee well-being has been linked to in numerous research (Mousa et al., 2020). The organizations' performance and productivity are tied to the performance of its employees (Shin & Konrad, 2017) and which can be affected by their wellbeing.

However, despite the recognition of the importance of workers' Psychological Well-Being, studies in the recent time seem to have ignored it in the context of teachers. That is, while

interests in Psychological Well-Being have grown and studies conducted, the Psychological Well-Being of teachers of English has not received deserved attention especially in the context of Nigeria. For instance, studies have investigated factors such as social support, religious affiliation and educational attainment (Bada, Balogun & Adejuwon, 2013), social support and personality traits (Adejuwon, Adekunle & Ojeniran, 2018), organisational justice (Ajala & Bolanriwa, 2015), loneliness and social support (Mefoh & Ezeah, 2016), job attitude (Bakker, 2015), emotional labour (Cheung, Tang & Tanf, 2011), psycho-education intervention (Bada, 2013), personality (Okhakume & Aguiyi, 2012) as an antecedents of Psychological Well-Being .

In their 2008 study, Diez-Pinol, Dolan, Sierra, and Cannings looked at the relationships between cultural, organizational, and personal factors. The findings demonstrated that organizational characteristics related to the perception of culture and congruence between the organization's ideals are more strongly correlated with occupational well-being than personal factors. The findings of a study by Gomide et al. (2015), whose basic premise was that personal and organizational characteristics would be determinants of well-being at work, support this confirmation. The suggested model, however, was not supported. In business situations, satisfaction with organizational supports was a reliable predictor of wellbeing; however, it was independent of resilience levels (personal variable).

Baptiste (2008) looked at the connection between recreation and wellbeing. The establishment of conditions conducive to leisure is found to be associated with well-being within the organizational context with work-shift hours, stress management, communication strategies, pay strategies, management development, teamwork, stakeholder relations, and the clarification and reduction of change initiatives. While Paschoal, Torres, and Porto (2010) maintain that perceptions of organizational and social support have a direct impact on occupational wellbeing, Rocha and Porto (2012) found evidence in their own study that suggests that the social atmosphere in organizations affects well-being in the workplace.

According to Alkhatib (2020), people are subjected to an excessive amount of pressure (psychological, economic, and social pressures), which may have a detrimental effect on their Psychological Well-Being. As a result, the productivity and efficiency of the personnel are negatively impacted. Employees must thus strive to lessen these consequences and attain a level of psychological wellness that enables them to feel stable in their personalities and enjoy satisfying interpersonal relationships (Santos et al., 2014). Using a sample of 664 Italian teenagers,

Caprara et al. (2006) investigated the simultaneous and long-term effects of self-efficacy beliefs on subjective well-being in adolescence. The findings showed a connection between self-efficacy views about optimistic thinking and happiness. Additionally, it was discovered that self-efficacy beliefs control both good and negative emotions, and interpersonal relationships support the maintenance of a high self-concept, the perception of life satisfaction, and the experience of more positive emotions.

Santos et al. (2014) looked into the connection between general self-efficacy and subjective wellbeing among Filipino college students. A sample of 969 college students was given the General Self-Efficacy Scale (GSES) and the Satisfaction with Life Scale (SWLS). It was discovered that general self-efficacy and subjective wellbeing were positively correlated, with participants expressing higher levels of subjective wellbeing when their general self-efficacy was higher. In a different study, Siddiqui (2015) looked at the relationship between self-efficacy and Psychological Well-Being in undergraduate students, utilizing a sample of 100 university students (50 male and 50 female), and collecting data using the General Self-Efficacy Scale; Psychological Well-Being. The study's findings showed that there were differences between male and female students' psychological wellness. Also, using a sample of 522 college students and data from the General Self-Efficacy Scale (GSES), Beck Depression Inventory (BDI), Physical Activity Stages of Change Questionnaire (PASCQ), and Psychological Well-Being Scale, Ersöz (2017) investigated the associations between exercise and general self-efficacy, depression, and Psychological Well-Being in college students (PWBS). The results revealed substantial differences in the sample's levels of depression, Psychological Well-Being, and self-efficacy.

Lastly, on this note, Yuksel (2019) used a cross-sectional and descriptive approach on a sample of 258 pregnant women to investigate the reported levels of self-efficacy, Psychological Well-Being, and social support. The findings indicated that characteristics like a pregnant woman's age, educational background, access to social support, and understanding of childbirth all had an impact on her Psychological Well-Being. Hence, Alkhatib (2020) went on to say that it's crucial for employees to boost their self-efficacy—their confidence in their abilities—and engage in thought patterns that would make them feel more qualified, more confident, and more in control of their environment. These qualities will then open the door for handling daily pressures with self-assurance and belief, which will result in enhanced Psychological Well-Being.

A cursory observation of these studies, especially in

relation to teachers of English revealed that the aforementioned factors such as personality traits, social support and organizational justice may not be the only important predictors of Psychological Well-Being. Other important predictors of Psychological Well-Being in may include family size, wage and income, as well as teachers' workload. Hence, a gap exists in the previous studies which the present study intends to fill. This study will therefore expand the literature in the areas of Psychological Well-Being with regards to other factors that have not been previously examined as possible predictors of Psychological Well-Being of teachers of English with particular reference to Nigeria. In addition, most of the past studies on Psychological Well-Being have focused on other subjects such as prisoners, health workers, and local government workers (Bada, Balogun & Adejuwon, 2013; Mefoh, Ezeh & Ezeah, 2016; Akindele-Oscar & Obasan, 2017). This is another reason the present study is unique.

From the above, it shows that while research have shown that employees' wellbeing affect their performance (Kundi, Aboramadan, Elhamalawi & Shahid, 2020), there is also the need to investigate how income/wage, family size and workload affect wellbeing itself. This study, therefore, contributes to the existing knowledge in a way that there are no available studies that cover these aspects especially as it relates to the teachers of English. It will expand knowledge related to the effects of Psychological Well-Being, and the role of teachers' workload, wage and family size.

METHODOLOGY
Specific Objectives

This study sought to investigate the general Psychological Well-Being status of the teachers of English in selected secondary schools in Nigeria. The second objective was to examine if a significant difference occurred English teachers' Psychological Well-Being according to their wages. This corresponds to the hypothesis (H1) that there is no significant difference in the teachers' wellbeing based on wages. The third objective examined in this study was whether there was any significant difference in the Psychological Well-Being according to their family size corresponding to hypothesis two (H2) that that there is no significant difference in the teachers' Psychological Well-Being based on family size. The fourth, and the last objective, investigated the influence of teachers' workload on their Psychological Well-Being. This thus corresponds to the third hypothesis (H3) that that there is no significant difference in the teachers' Psychological Well-Being based on workload.

Therefore, the study made use of quantitative methodology to address the stated objectives and hypothesis.

Participants

This is quantitative research with participants, teachers of English, drawn from secondary schools in Nigeria. This group of people was selected based on the dearth of studies on them. In details, the study administered the data collection instrument on one hundred and ten (110) teachers of English who were randomly selected. The use of random technique was to ensure that each teacher had an equal chance of being selected. The study obtained permission from the selected universities to conduct the study on their teachers.

Tool Used

This study employed a self-administered questionnaire for data collection. The instrument contained two sections. Section A dealt with the respondents' demographic data such as wage/income, family size, workload, etc. Section B contained 30 items adapted from the Ryff (1989, 2014) Psychological Well-Being scale based on the six components earlier discussed. Ryff's scale is regarded as the best objective measure of positive mental health (Conway & Macleod, 2002). The scale has been translated into various languages and has received some international cross-cultural validation and has been used in a variety of research settings (Keyes & Ryff, 2003; Lindfors, 2002; Plaut, Markus & Lachman, 2002). In addition, it has been extensively applied to evaluate life change with particular focus on mental and physical health in later parts of life, the psychological adjustment of young adults, the older self-social structures and quality of life in adults, the change in self-concept through life's transition, coping and well-being in later life, variations of the self in adult and elderly life, successfully growing older, understanding of positive health and life experience, and so on. In terms of reliability, an overall alpha coefficient of 0.80 was found.

Data Collection and Analysis Procedure

The instrument was administered on the randomly selected participants who were given a brief explanation about the exercise and what was expected of them. They were made to know most importantly that there were no wrong or right answers. The questionnaire administration was done by the researcher herself. The data collected were coded and run SPSS while an independent sample t-test was conducted to compare the Psychological Well-Being of English teachers based on their

wages, family size and workload at p-value of 0.05.

RESULTS

as can be seen in **Table 1**, it was revealed that the PWB had an overall mean score of (*M=3.43; SD.= 8.07*). This means that the teachers in the present study had good mental health.

Having obtained that, the study then investigated whether the teachers differed in their PWB status based on wages, family size and class size. That is, an independent t-test was conducted to compare the PWB status of the teachers of English in this study based on their wage range, the size of the families they live in and the size of the classes they took. Therefore, Tables 2-4 respectively revealed that those variables had a significant impact on the Psychological Well-Being status of the teachers of English. As shown, significant differences exited in the PWB status of the teachers based on wages, family size and class size. It thus means that, among others, family size is an important contributor to mental health. For instance, it was found that teachers with higher members of the family living with them obtained higher PWB status mean score (M=106.08, SD.=6.52) than those who were living with only their partners and kids (M=96.50, SD.=7.15).

DISCUSSION

The results of this study showed that the respondents had good mental health. This means that they were emotionally stable; they were independent of their thoughts and actions; good at managing their daily life responsibilities; enjoyed personal and

Findings from the data collected and analysed revealed that the general Psychological Well-Being of the teachers of English in this study was good. This is evident in the mean scores of the respective items measuring their PWB showing the teachers agreeing with most of the positively stated items while disagreeing with most of the negatively stated items. In addition, mutual relationships with people around them; and so on. Hence, the teachers, based on the subscales in the instrument, would be self-determining and independent; able to resist social pressures to think and act in certain ways; regulate behavior from within; and evaluate self by personal standards; would have a sense of mastery and competence in managing the environment; control complex array of external activities; make effective use of surrounding opportunities; and able to choose or create contexts suitable to personal needs and values; would have a feeling of continued development; see self as growing and expanding; be open to new experiences; have sense of realizing their potential; see improvement in self and behavior over time; be changing in ways that reflect more self-knowledge and effectiveness; have warm satisfying, trusting relationships with others; be concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships; would have goals in life and a sense of directedness; feel there is meaning to present and past life; hold beliefs that give life purpose; as well as have aims and objectives for living; and would possess a positive attitude toward the self; acknowledge and accept multiple aspects of self-including good and bad qualities; and feel positive about past life (S-A). In fine, in line with the objective 1 of this study, the general Psychological Well-Being of the teachers of English was good.

S/N	Items	M	STD.
	TABLE 1: General PWB of Teachers of English		
1.	Sometimes I change the way I act or think to be more like those around me.	1.76	1.049
2.	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	4.34	.891
3.	My decisions are not usually influenced by what everyone else is doing.	2.38	1.532
4.	I tend to worry about what other people think of me.	1.68	1.125
5.	I tend to be influenced by people with strong opinions.	3.38	1.659
6.	The demands of everyday life often get me down.	1.80	1.164
7.	I am quite good at managing the many responsibilities of my daily life.	4.29	1.008
8.	I often feel overwhelmed by my responsibilities.	1.77	1.055
9.	I generally do a good job of taking care of my personal finances and affairs.	4.45	.874
10.	I get frustrated when trying to plan my daily activities because I never accomplish the things I set out to do.	1.78	1.095

11.	I am not interested in activities that will expand my horizons.	1.87	1.227
12.	I am the kind of person who likes to give new things a try.	4.48	.955
13.	I think it is important to have new experiences that challenge how you think about yourself and the world.	4.54	.874
14.	When I think about it, I haven't really improved much as a person over the years.	1.84	1.238
15.	For me, life has been a continuous process of learning, changing, and growth.	4.71	.654
16.	Most people see me as loving and affectionate.	4.46	.831
17.	Maintaining close relationships has been difficult and frustrating for me	3.68	1.532
18.	I enjoy personal and mutual conversations with family members or friends.	4.47	1.011
19.	I don't have many people who want to listen when I need to talk.	3.67	1.563
20.	It seems to me that most other people have more friends than I do.	1.73	1.100
21.	I feel good when I think of what I've done in the past and what I hope to do in the future.	4.43	.990
22.	My daily activities often seem trivial and unimportant to me.	3.93	1.366
23.	I don't have a good sense of what it is I'm trying to accomplish in life.	3.83	1.445
24.	I have a sense of direction and purpose in life.	4.53	.875
25.	I am an active person in carrying out the plans I set for myself.	4.37	.956
26.	When I look at the story of my life, I am pleased with how things have turned out.	4.30	1.138
27.	In general, I feel confident and positive about myself.	4.50	.854
28.	I like most aspects of my personality.	4.61	.731
29.	Everyone has their weaknesses, but I seem to have more than my share.	1.55	.904
30.	I envy many people for the lives they lead.	3.80	1.513
Total Mean		**3.43**	

TABLE 2: Differences in English Teachers' PWB according to Wages

Wages (p/m)		N	M	STD.	t	df	Sig
1.	<USD10,000	26	99.27	7.93	2.73	108	0.007
2.	> USD10,000	84	104.08	7.83			

TABLE 3: Differences in English Teachers' PWB according to Family Size

Family Size		N	M	STD.	t	df	Sig

TABLE 3: Differences in English Teachers' PWB according to Workload/Class Size

Workload/Class size		N	M	STD.	t	df	Sig
1.	< 30 students	73	104.50	8.08	2.95	108	0.004
2.	> 30 students	37	99.87	7.23			

Furthermore, it was also found in this study that wage or income is an important indicator of mental health of workers. As revealed by the results obtained, teachers earning above USD10, 000 seemed to have a higher PWB status than those earning lesser with their respective means scores of (*M=104.08*) and (*M=99.27)* at (*t=2.73*) and (*sig.=.007*). This thus confirmed the study's second objective and hypothesis (H1) that there is a significant difference in the PWB status of teachers of English based on wages. What this, therefore, implies is that wages and income are an important variables when measuring worker's PWB. This may not be unconnected to the fact that workers seeing their work being adequately compensated gives them some peace of mind thereby enhancing their mental health status. In addition, it is likely going to aid the workers' ability to meet financial demands for themselves and families. And ability to do that brings about a sense of fulfilment that will promote PWB. This finding is in line with the report of Alloush (2018) who held that economic well-being affects an individual's Psychological Well-Being. It was argued that changes in household income do have a statistically significant impact on Psychological Well-Being for the average individual.

In the same vein, the finding has shown that the teachers of English in this study differed in their PWB status according to family size. However, contrary to the initial believe that those with smaller family would have a higher PWB status than those with bigger family, the study revealed that those with bigger family size (those living with their respective partners, kids and other family members) actually had higher PWB status. This was evident in their mean scores as well as *t=7.01* at the significant level of *.000*. In short, what this implies is that family size is an invaluable variable in PWB measurement. And as seen here, those with bigger family size are likely to get higher mental health status. This could be as a result of the kind of support they will receive from one another. And support is indeed relevant to having a high PWB (Fagbnenro, et al 2019). So, this study revealed that family size influences PWB and here, it is the bigger the family the higher the mental health. This is in agreement with the findings of Igbolo, Agbor, Jeffrey Salami and Chira (2017); Uwaifo (2014) and Adesehinwa (2013) in which they reported that significant relationship exists between family relationship and Psychological Well-Being. It, however, disagrees with Adikwu (2014) and Uche (2012), among others who reported that there is no significant relationship between family relationship and Psychological Well-Being.

Finally, the study also confirmed the last hypothesis by finding a significant difference in the teachers' PWB status according to their class size. That is, with their respective mean scores of *m=104.50* and *m=99.87* at (sig. =.004), the teachers of

English having lower class size reported a higher PWB status. This could translate to the fact that workload is an impediment to good mental health. In other words, the teachers who had smaller population of students to deal with would probably have lesser workload which might aid them to have time to engage in some other things that could promote their mental health status. Hence, according to the finding the study, workload or class size influences PWB status of workers. This finding confirms some of the findings in the previous studies. For instance, Pace, D'Urso, Zappulla, and Pace (2019) found that workload, when linked to bureaucratic university practices, is a predisposing factor to a negative well-being among university professors.

CONCLUSION

Enhancing your employees' mental well-being is an important management issue. It requires strategic investments of time and money. And the steps an organization takes to better support its employees at work can empower them to thrive in other areas of their lives, thus ensuring the long-term health and success of both the employees and the organization. It is important for educational institutions and employers of teachers to realize that the teachers are the heartbeat of the educational system and as such, understanding how to improve their wellbeing should be a priority. This is based on the belief that investment in employees' Psychological Well-Being pays dividend to both the employer and the employee. Employer get benefitted in the form of improved outcomes and improved productivity, loyalty, dedicated work force and for the employees longer happier lives, greater level of satisfaction.

RECOMMENDATIONS

There should be occupational health interventions through which employees' Psychological Well-Being is evaluated and a new programme launched. Educational institutions should keep (both bottom-up and top-down) channels of communication open. This will encourage teachers to easily air their grievances through regular feedback.

ETHICAL STATEMENT

The study ensured that adequate assistance was provided to the participants at every stage. At the same, the study made sure that each respondent participated voluntarily. This was done by complying strictly with ethical considerations such as seeking the informed consent of all participants, ensuring confidentiality and anonymity, keeping all personal data strictly confidential, acknowledging all supports and assistance, adequately referencing all authors cited and keeping the questionnaire

sufficiently short.

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