Effects of Emotional Empowerment and Self-Efficacy Techniques on the Psychological Well-Being of Secondary School Teachers in Ogun State, Nigeria: an Empirical Analysis

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ABSTRACT

This study examined the effects of emotional empowerment (EE) and self-efficacy techniques (SET) on psychological well-being of public secondary school teachers in Ogun State. A pre-test-post-test, control group quasi experimental design with 3x2x3 factorial matrix was adopted. The multi-stage sampling technique was used to select 120 public secondary school teachers (61 males and 59 females) who participated in the study. The participants were randomly assigned to two treatment groups (EE and SET) and a control group. The training programmes lasted eight weeks. Well-being Manifestation Measure Scale was used to collect data. Two hypotheses were tested at 0.05 level of significance. Data were subjected to Analysis of Covariance and Scheffe analysis for the post-hoc There was a significant main effect of treatment on the participants' psychological well-being ($F_{(2,101)} = 12.824$, $p < .05$). Emotional empowerment was more effective in enhancing psychological well-being than self-efficacy. It was also noted that the intervention programme accounted for 29.1% (multiple $R^2 = 0.291$) of the changes observed in the psychological well-being of the teachers. Emotional empowerment was more effective in enhancing teachers' psychological well-being in public secondary

schools. Counselling psychologists should, therefore, apply the two therapies in assisting teachers manage stress at work and enhance their psychological well-being.

KEYWORDS

Emotional empowerment, Self-efficacy, Psychological well-being, Public Secondary school teachers

INTRODUCTION

Psychological well-being expresses a positive emotional state, which is the result of harmony between the sums of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other. The identification of factors with a positive effect may able schools to undertake actions to enhance teachers' psychological well-being. Social support in the working environment seems to be an important factor in coping with situations that may disturb psychological wellbeing. Notably, teachers' psychological well-being at school is not only related to the professional context, personality or personal background can influence the way teachers deal with factors within the school and the demands of the profession. The goal is not to measure the individual well-being of teachers, but to assess the school's contribution to teachers' psychological well-being. Factors influencing teachers' psychological wellbeing can be divided into three categories: factors related to the person, to the profession and the workplace and to society (Huberman and Vandenberghe, 1999). Starting from the person-environment fit model (Kristof, 1996), it is obvious that these factors are interrelated.

According to Eder (1995), a distinction can be made between the 'here and now' situation ally determined state of well-being and the state of well-being in the long term or sustainable well-being. 'Here and now' state of well-being refers to the immediate feelings related to situations at school and satisfaction with aspects of the situation. Sustainable well-being refers to the structural anchored residue of experiences and feelings on various occasions, for which indicators as general self-confidence and self-image could be used. In this study, assessing the school's contribution to teachers' psychological well-being, the researcher would concentrate on the measurement of current feelings and satisfaction which have a direct link to aspects of the school as a working environment.

Emotional Empowerment is a treatment package used for this study, which is based on the principles of emotional intelligence. It is believed that when teachers are emotionally empowered with the competencies of emotional intelligence, they will relate better with others at work and thereby reduce the stress of teaching, and also enhance their psychological well-being. Gardner (1993) defines the concept of multiple intelligence as capacity to learn intrapersonal skills (internal skills like self-understanding

and effective self-assessment) as well as interpersonal skills (external skills fundamental to relationships such as communication, collaboration and empathy. Goleman (1995) has popularized the equivalent concept of emotional intelligence and its corollary emotional competence, comprise personal (internal) and social (external) competencies. Salovey, Mayer and Caruso (2002) synthesize similar ideas into the emerging field of positive psychology, which seeks to balance a focus on psychopathology with attention to building the best qualities in life.

The term, emotional intelligence (EI) refers to the ability to identify, use, understand and manage emotions and emotional information. It has been suggested that there are individual differences in ability to utilize emotions and emotional information (Mayer and Salovey, 1993) and as such it has become a popular construct with researchers and practitioners alike. Its popularity stemmed primarily from the suggestion that it underpins various aspects of performance and success that are not accounted for by other psychological constructs such as intelligence and personality. One of the rapidly growing areas of interest with regard to EI is its role in the workplace. Traditionally, the workplace has been considered a cold and rational environment, a place where there is no room for the experience or expression of emotions and in fact, researchers are of the belief that 'emotion is the antithesis of rationality' (Ash forth and Humphrey, 1995). Emotional intelligence has been related to several factors such as life satisfaction, psychological well-being, occupational success and job performance, (Adeyemo & Adeleye, 2008; Bar-On, 1997 & 2005; Salovey & Mayer, 1990).

Self-efficacy is another variable for consideration in this study. It is a significant component in Bandura (1988) social cognitive theory. It has enormous effects on one's effort, interest, persistence and performance. Numerous organizational behavior literatures focus on improving self-efficacy in order to improve individual and organizational performance. Being a task specific construct, self-efficacy describes judgment of perceived capability for performing a specific task (Bandura, 1988; Wood and Bandura, 1989). Researchers have found strong relationship between self-efficacy and performance of a specific task (Lent, Brown, and Larkin, 1987).

There are literature evidences indicating the relationship between psychological well-being and social support, Constantine and Sue (2006); Ryff and Singer (2002). There exists a positive relationship between social support and psychological well-being. Spencer (2006) and Nielsen, Yarker, Randall, and Munir (2009) found associations between psychological empowerment, social support, self-efficacy and psychological well-being. Self-efficacy has also been reported to mediate the relationship between psychological empowerment and work outcomes such as job satisfaction, organizational commitment and well-being, Logan and Ganster (2007); Pillai and Williams, (2004).

In spite of various in-service trainings for teachers in Nigeria, there are still a number of inadequacies on welfare scheme for teachers which in effect affect their productivity. With this kind of worry, there is need to help teachers have a good knowledge of enhancing psychological well-being. Emotional intelligence encompasses

social intelligence and emphasizes the effect of emotions on individual's ability to view situations objectively and to understand each other. It is the ability to sense, understand and effectively apply control over emotions and appropriately channeling it as a source of energy to positively influence our behavior. Therefore, this study would make use of two treatment strategies namely; Emotional Empowerment and Self-efficacy techniques to create confidence, self-reliance to enhance psychological well-being.

OBJECTIVE OF THE STUDY

The objective of this study is to examine the effectiveness of two therapeutic treatments (emotional empowerment and self-efficacy techniques) in enhancing psychological well-being of secondary school teachers in Ogun State, Nigeria.

METHODOLOGY

Research Design
This study adopted the 3x2x3 pre-test, post-test, control group quasi experimental design. The research entails three groups: two experimental groups and one control group. The experimental groups had participants in emotional empowerment training and self-efficacy technique program. This design is adopted to enable the researcher examine the independent and interactive effects of independent and dependent variables.

Sample and Sampling Technique
The sample consisted of 120 public secondary school teachers in Ogun State, 61 males and 59 females, with the mean age of 33. 22 years and S.D of 6.49. The multistage random sampling technique was adopted for this study. The first stage involves dividing the 20 local government areas (LGA) into three senatorial districts- Ogun East, Ogun West and Ogun Central. Secondly, two local government areas were randomly selected from each of the senatorial districts and two schools were selected from the local government using the ballot papers to select six secondary schools, from which the sample was eventually drawn for this study. Two schools each were slated for the two experimental groups and two for the control group. Twenty teachers were selected from each school. Although, the participants were homogenous in nature, this method was used for fair representation of teachers in the state.

Instrument
For the purpose of measuring psychological well-being, the researcher adapted Raymond Masse Well-being Manifestation Measure Scale (WMMS) (Masse, Poulin, Dassa, Lambert, Belair and Battaglini, 1998b). The scale contains 25-items with six factors. The instrument was subjected to face and content validity to determine its suitability for the study. The items were revalidated to remove cultural bias. This

was done by giving the instruments to test experts to scrutinise. In order to establish the reliability of the instrument, a test re-test reliability technique was adopted. The instrument (WBMMS) was administered to 50 teachers on two different occasions within two weeks interval. The data obtained were analysed using Pearson Product Moment Correlation Coefficient statistics. The WBMMS yielded a coefficient value of 0.79. With this, the instrument was adjudged to be reliable for use in this study.

Procedure for Data Collection

The pre-treatment stage was familiarisation visit to the state Ministry of Education and the Teaching Service Commission. The participants were randomly screened and evaluated prior to the commencement of the treatment using the ballot method. They were thereafter assigned to the two experimental groups and the control group. After the random assignment of the participants to their respective groups, the researcher informed them that they would be meeting weekly on the days chosen. The treatment stage involved the experimental sessions whereby the packages for emotional empowerment and self-efficacy techniques were used for participants in the two experimental groups while the participants in the control group were not exposed to any treatment. The evaluation stage dealt with the assessment of the effectiveness of the experiment in the enhancement of their psychological well-being.

RESULTS AND DISCUSSION

H_{O1}**:** There will be no significant main effects of treatment on psychological wellbeing of the participants

Table 1. 3x2x3 Analysis of Covariance (ANCOVA).

Source	Sum of square	DF	Mean square	F	Sig.
Corrected model (Explained) Covariate	7223.869	18	401.326	3.157	.000
(Pretest) Main Effects:	14.280	1	14.280	.112	.738
Treatment Groups	3260.978	2	1630.489	12.824	.000
Job Satisfaction	107.581	2	53.791	.423	.656
Gender	1.405	1	1.405	.011	.916
2-way Interactions:					
Treat Groups x Job Satisfaction	578.644	4	144.661	1.138	.343
Treat Groups x Gender	144.785	2	72.392	.569	.568
Job Satisfaction x Gender	181.742	2	90.871	.715	.492
3-way Interactions:					
Treatment Groups x Gender x JS	659.462	4	164.866	1.297	.276
Error(Residual)	12841.123	101	127.140		
Total	20064.992	119			

Table 1 reveals that there is a significant main effect of treatment on teachers' psychological well-being (F (2,101) = 12.824, p< .05). Therefore, the hypothesis which states that there is no significant main effect of treatment on the teachers' psychological well-being of the participants is rejected. To provide some indications of the performance of each group, a Multiple Classification Analysis (MCA) was computed. The results are presented in Table 4.2.

Table 2. Multiple Classification Analysis (MCA) of the Pre-Post Analysis

Variable + Category Grand Mean = 108.01	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Treatment Groups: Emotional Empowerment Self-Efficacy Techniques Control	40 40 40	7.79 1.17 -8.96		7.90 1.43 -9.33	
Job Satisfaction:			.53		.55
Low Job Satisfaction Moderate Job Satisfaction High Job Satisfaction	36 41 43	-3.90 1.65 1.69		-1.15 .50 .48	
Gender:			.20		.06
Male Female	61 59	.16 -.16		-.49 .50	
			.01		.04
Multiple R-squared Multiple R					.291 .539

The MCA in Table 2 presents the teachers' psychological well-being of all the groups. Participants exposed to emotional empowerment (EE) had the highest mean score (115.80 (108.01+7.79)), followed by participants exposed to self-efficacy technique (SET) (108.18(108.01 + 1.17)) and then the control group (99.05 (108.01 – 8.96)). Since the treatment was aimed at enhancing the psychological well-being of the participants, it means that the higher the mean value, the more effective the treatment package. This implies that EE training is more effective than SET in enhancing teachers' psychological well-being with mean score of 115.80. To determine the actual source of the observed significant differences as indicated in the ANCOVA, Scheffe Post-hoc analysis was carried out on the mean scores of the groups; this is presented in Table 3.

The correlation coefficient between the independent variables (emotional empowerment and self-efficacy techniques) and dependent variable (psychological well-being) is r = 0.539, indicating a strong and significant relationship between the two variables (i.e. the independent and dependent variables). While the coefficient of determination is 0.291, indicating that the independent variables contributed 29.1% in the predicted variable (dependent variable).

Table 3. Scheffe Post-Hoc Test on Teachers' Psychological Well-being

Treatment	Mean	1 Emotional Empowerment	2 Self-Efficacy Techniques	3 Control
1 Emotional Empowerment	115.80		*	*
2 Self-Efficacy Techniques	108.18	*		*
3 Control	99.05	*	*	

Table 3 shows that the mean score of teachers exposed to EE is significantly different from those exposed to SET and the control groups. Also, the mean score of teachers treated with SET is significantly different from those in the control group.

H$_{O2}$: There is no significant main effect of gender on psychological well-being of the participants.

Table 1 shows that the main effect of gender on the teachers' psychological wellbeing is not significant (F $(1,101)$ = 0.011, p> .05). Therefore, the null hypothesis which states that there is no significant main effect of gender on teachers' psychological well-being is accepted.

The result of hypothesis one reveals a significant main effect of treatments on psychological well-being of the participants. The result indicates that both treatment groups are effective and impacted participants positively. The control group was not impacted because they were not exposed to treatment. Those exposed to EE training had higher mean score of 115.80 than self-efficacy technique (SET) with mean value of 108.18. Since the treatment was aimed at enhancing the psychological well-being of the participants, the higher the mean value, the more effective the treatment package is. This implies that EE is more effective in enhancing the psychological well-being of the participants than SET. This could be attributed to the emotional competencies that the participants were exposed to in the course of the training exercise. When people are able to manage their emotions, understand other people's emotion, then their psychological well-being would be enhanced, they would live a healthy life and relate well with others around them. The finding corroborates the study of Tsaousis and Nikolaou (2005) who reported a significant relationship between EI and health, that high level of Emotional Intelligence was associated with better health and improved quality of life.

The second hypothesis states that, there is no significant main effect of gender on psychological well-being of the participants. This hypothesis is accepted. This could be attributed to the fact that both genders were exposed to the same treatment. Moreover, females are now able to marry the work-family interface effectively, thereby fostering their psychological well-being. Mayer et al., (2002) reported that well-being states are more frequently met in women than men. They also found that well-being appears in female throughout their life while in men, it is more frequent in adulthood, but decreases after the age of 50.

CONCLUSION

The study concludes that the two techniques were effective in enhancing psychological well-being of the participants as evident in the results. Emotional Empowerment could be used for teachers in-training who are close to graduation and those that are on the service, while self-efficacy technique (SET) could be used for teachers to facilitate their being self-reliant and having enhanced self-efficacy to decide on how to enhance their well-being.

Further, this study could be generalized within the state service. It was very challenging, interesting and educative, to have undertaken a study in this area of human behavior. The study has exposed the problems encountered by teachers especially in their early years of service.

RECOMMENDATION

The findings of the study have the potential to facilitate counselling opportunities to bring about behavioral changes in the public teaching service. The government should also provide conducive learning environment. Also, teacher-student ratio in the classroom should be reduced. Overcrowded classrooms have been a source of stress, which has hampered the psychological well-being of teachers in recent times.

Educational policy makers should as matter of urgency look into the following areas: social recognition of teachers, teacher-student ratio in the classroom, incessant review of educational policies, politicking of education, enhanced leadership style, school regulation on visits of parents to the school and non-implementation of educational policies. More importantly, teachers should seek counselling to enable them face the challenges of teaching in order to be well-adjusted to the society, how to keep free of anxiety, practical advice on how to maintain their well-being and how to have fulfilled life.

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