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Evaluating The Impact Of Teachers' Psychological Well-Being On Work Performance

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ARTICLE INFO	ABSTRACT
	This study evaluates the impact of psychological well-being on teachers' work performance in selected senior high schools in Ghana's education service of Akwapim Ridge in the Eastern Region of Ghana. Psychological well-being is the term used to describe the wellness of the entirety of human mental faculty. The purpose of this study is to look into the impact of psychological well-being on teachers' work performance in selected senior high schools in Akwapim Ridge in the eastern region of Ghana. Theories of well-being and work performance were reviewed. In all, 500 respondents were given structured -and open-ended questionnaires to solicit for an accurate response. A quantitative research approach was used with a descriptive survey design. Purposive and convenient methods were adopted as sample and sampling techniques for the data collection. The question is 'does psychological well-being impact teachers' work performance? The analysis revealed that effective work performance largely depends on having sound psychological well-being. Thus, the analysis and discussion of the findings re-echoed and revealed that there appears to be a positive connection between teachers' psychological well-being and their success in the classroom and overall work performance. This suggests that Teachers/ educators who receive emotional and psychological well-being support are better able to fulfill the various requirements of their learners and carry out their duties efficiently and effectively when it comes to total work performance.

Keywords: Wellbeing, Performance, Psychology, Teachers |

1. INTRODUCTION

Education is an utmost need for every country since it is the backbone of all development in every society. However, if educational goals are not met, disciplinary action arises against the employee (Teacher) without investigating the problem the employee might have been going through. The teacher must be investigated to find out why he/she was underperformed to inform the employer of the exact situation of the teacher. The employer has a role to play in teachers' work-life balance for them to have the expected work performance from the worker. Teachers' psychological well-being is also crucial when considering maximum work performance. The impact of teachers' psychological well-being on work performance" was the objective that the researcher revolved around. Sound psychological well-being, guarantees effective and highly productive performance from a healthy employee. To have a sound mind is an individual's choice, though it might be seen as something applicable to getting it freely yet one needs to strive for it. To be gratified with what you have is an antidote to a good sound mind and healthy living. The question is "Do teachers' psychological well-being have an impact on their work performance? This question is highly needed since psychological well-being is an inner effect that has a huge influence on teachers' day-to-day activities. The employer needs to offer the needed welfare services in the form of workplace counseling to the employee to improve the work performance and the willingness of the employee to seek personal counseling service. There is strong evidence that counseling is effective in overcoming employees' challenges and improving their performance. A downhearted and stressed teacher will at the end of the day perform poorly or give results that are below the employer's expectations. Today, (Brown, K., & Clark, R., 2022), stress and anxiety have maneuvered their way into everyone's life and there is nothing

like a stress-free employee. Stress is not always work-related, but due to problems like the inability to find work-life balance and other personal issues. Work-life balance catalyzed the growth of hedonics and eudemonics' in everyone's life.

Some employees will refuse to talk about their challenges openly. It is assumed that many employees in Ghana Education Service (GES) do not like sharing their specific challenges lest they may be seen as weak individuals. To help the employees (teachers) in Senior High Schools to overcome the stress and challenges of life that affect their work performance, it is necessary, therefore to employ Workplace Counselling to assess Employees' Psychological Well-being on their Work Performance. The findings of the study can serve as an important input into educational policies and reforms, especially in the aspects that deal with employee counseling and the impact of teachers' psychological well-being on work performance.

2. RELATED LITERATURE

Psychological well-being is the term used to describe the total mental well-being of an individual as it describes the positive and negative effects of an individual. According to Burns (2017), "Psychological well-being is an 'inter and intra- individual levels of positive functioning that can include one's relatedness with others and inner-self attitudes that include one's sense of mastery and personal growth".

Psychological well-being is a very important tool in an individual's mental health issues in our daily activities which includes the Hedonic effect that is experiencing pleasurable moments and enjoying oneself. The 'eudaimonic' effect implies meaning in life or one has attained fulfillment in life. Eudaimonic explains a situation whereby one is independently coping with life's situation and having skills to overcome challenges around the person in society. According to the World Health Organization (WHO), Mental Health is a state of well-being in which individuals realize his/her abilities, cope with life stressors work productively, and are capable of making life meaningful and contributing his/her quota to the development of society. Psychological well-being is further defined as the presence of positive feelings (e.g., good self-esteem) or the absence of negative feelings (e.g., symptoms of depression or anxiety) whereby everything is moving on smoothly in one's life. When individual wishes come true when everything is on course. Psychological Well-being theory proposes that the mindset of an individual is best described as the behavior and underlying ideologies that create room for psychological well-being, but day-to-day sound cultural practices at the workplace and in the community can help maintain a good level of Psychological Wellbeing when the activities yield positive results. On the other hand, if the activity yields negative results, it reduces the level of psychological well-being which brings about poor health outcomes. Poor health conditions are sometimes attributed to the mind which is full of unthinkable, unstable mind full of unfinished business, Challenges which are very difficult to fathom, and things which are beyond human understanding. It is believed that an employee can put up his/her best work performance when the individual is having good health and has a sound mind at the workplace or has a total work-life balance. Psychological well-being is seen as a wholesome state of mental healthiness and feeling good about one's total life having positivity in his/her endeavors. When more awareness is being created every day on the best way of upholding one's mental health. Psychological well-being plays a significant role in one's well-being as it affects the mental faculties. According to Pavot and Diener (1993), psychological well-being refers to the subjective experience of two aspects of one's psychological experience: Emotional or affective experience (i.e., positive and negative affect), Conceptual or cognitive experience (i.e., satisfaction with life, relationships, work, and leisure). Nevertheless, psychological well-being goes beyond emotional intelligence and what affects cognition rather PWB, revolves around the total well-being of an individual, most especially, an individual getting all that she/he needs in life and being satisfied with it from being independent to good life and living in affluence. when the person becomes the number one wealthy person in society. According to Wikipedia, Psychological well-being is a multifaceted and multidimensional construct that encompasses an individual's overall happiness, satisfaction with life, and mental and emotional health. Psychological well-being is developed through the following; Connect with other people. Good relationships are important for your mental well-being, being physically active, and don't be idle. Learn new skills to occupy yourself and do not be adamant, always keeping yourself busy and offering what you have in abundance to other people in your community. Pay attention to the present moment (mindfulness). Mindfulness a very crucial role in keeping oneself and aligning with people around you in your community. Living an independent life fully and being approachable in one's community is worthwhile and a life worthy to be emulated. Carol Ryff (1989), has conceptualized psychological well-being as consisting of six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Both the long and medium forms consist of a series of statements reflecting the six areas of psychological well-being. Well-being is a dynamic concept that includes eccentric, social, and psychological dimensions as well as health-related behaviors. The Ryff Scales of Psychological Well-being is a theoretically grounded instrument that specifically focuses on measuring multiple facets of psychological well-being.

- self-acceptance
- the establishment of developing quality ties with other people
- a sense of autonomy in thought and action
- the ability to manage complex environments to suit personal needs and values

- the pursuit of meaningful goals and a sense of purpose in life
- continued growth and development as a person.

Ryff's model of psychological well-being scale dimension demonstrates how within individuals the Id, Ego, and superego strive to make positions for themselves for survival. Carol Ryff's 6-scale dimension, is a tempo in one's life that highlights the 'ideal self' an individual wants to be. The 'real self' maneuvers its way through to achieve the 'ideal self', which always puts pressure on the minds of an individual. Personal counseling is very crucial when it comes to the rationalization of psychological well-being on work performance—dealing with emotional distress and behavioral difficulties, which arise when individuals struggle to deal with developmental tasks. Challenges are insecurities at the workplace, depressive feelings when bored with work, excessive guilt about a serious mistake, a lack of assertion and confidence, grief over the loss of a loved one, and loneliness.

Psychological wellbeing

Psychology is about a functional life, optimism, and hope, personal development, striving against difficulties of life, and making sense of life. Satisfaction with past life and creating meaning for life are very important to an informed decision on one's performance. Similarly, finding peace from positive emotions is an effort to have a sense of living in peace, living harmoniously with yourself, and creating meaning for life by using one's potential (Johnson, R. W., & Brown, K. L., 2021). The concept of well-being is considered an important topic in studies focused on positive psychology. Psychological well-being is a function of positive and negative emotions which affect the mind of an individual. According to this inventory, Kern et. al claimed that there are five different lifestyles. The first lifestyle scale is "Control". Individuals in this group are people who feel uncomfortable when things happen without their control in their lives. In their lives these individuals are generally perceived as forceful, directing, persuasive, and assertive. People whose lifestyles are described as "Perfectionists": are individuals who try to do everything perfectly. Those individuals are sensitive and cautious and they refrain from making mistakes. People whose lifestyle is described as "need to please": are individuals who are very sensitive to other people in their social environment. These individuals particularly refrain from hurting or being mean to people with whom they communicate. In this respect, these individuals are known as friendly, socially active, warm, and loyal. People whose lifestyles are described as "Self-esteem": - are unpredictable in their lives; they are mostly pessimistic, discouraged, and unable to express their own opinions. The last lifestyle scale is "Expectation". People in this group are individuals who are aspiring, competitive, and ambitious in their lives. They try to reach their personal goals and they have expectations in their lives regarding these goals. It is living life functionally. On the other hand, integrating social life with society, solidarity, and social acceptance reinforces the characteristics of well-being. Positive emotions have been found to lead to positive thoughts, positive lifestyles, and behaviors. Furthermore, positive emotions increase cognitive abilities. In the model of psychological wellbeing, Maslow's self-realization, Allport's maturation, Rogers' fully functional individual, Jung's individualization, Erikson's psycho-social development, Buhler's basic life trends, Neugarten's personality change in adulthood and old age, Frankl's meaning and purpose of life, Jahoda's positive psychological health concepts were channeled to having positive mind on work performance. Self-acceptance expresses one's self-acceptance with its positive and negative aspects. Positive relationships can be described as developing sincere and trusting relationships with others and contributing to the peacefulness of people. Autonomy is strengthening internal resources, making decisions, and shaping life according to one's criteria. The capacity to manage the environment is the individual's ability to regulate his/her environment, adapt to the environment, and create environmental control. A purposeful life represents an imposition of meaning on life, the creation of goals, and perseverance to achieve goals. Personal development can be described as the ability of the individual to see his or her capacity and develop talents. Disabato et al. [(2016), ventured into conceptualizing the construct of "well-being" and, in consequence, outlined two essential dimensions: (1) **hedonic**, referring to the positive emotional states. Psychological well-being (PWB) is concerned with an individual's judgment regarding his/her continual happiness; satisfaction with his/her physical and mental health, and how it relates to some psychosocial factors such as life satisfaction or work satisfaction. For this reason, as in other disciplines, psychological well-being is a concept that is increasingly popular in organizational sciences (Metcalf, L., 2021). The psychological well-being of teachers may be related to some other factors. In the national literature, it is seen that teachers experience burnout; they are not autonomous enough and they are passive practitioners. Despite this situation, teachers stated that they chose their profession because of their social prestige. In addition, teachers' perceptions of value in their profession are positive. The belief that the profession is still valuable reinforces well-being. In addition, teachers' perception of high quality of life at school unity, and solidarity at work may reinforce psychological well-being. On the other hand, the regular salaries of teachers, the economic status of teachers in recent years, and the quality of teachers' relations in the workplace positively affect their psychological well-being (Smith, B., & Johnson, A., 2021). Indeed, according to the TALIS (The Teaching and Learning International Survey) report, at least 80% of teachers in Turkey see their profession as a source of motivation.

The Concept of Performance

One of the main duties of successful managers is to aid their employees to increase job performance continuously and be seen as a means of both behaviors and results (Brumbrach, 1988). Performance is therefore a continuous process that involves 'identifying, measuring, and developing the performance of

individuals and teams and aligning performance with the strategic goals of the organization. Individual performance is seen as the building block of organizational success, and virtually all organizations internationally have some type of performance management system. The performance of an individual is determined by three factors; motivation, work environment, and ability to do work. The workplace environment impacts employee morale, productivity, and job performance both positively and negatively. If the workplace environment is not liked by the employee, they get dispirited and their performance is also affected. Poorly designed work timings, unsuitable authorities or duties, lack of appreciation, and lack of a personal decision-making opportunity. People working in such an environment are not satisfied, they feel stress on themselves and it impacts employees' job performance negatively.

Teacher's Role / Performance
The ability to use knowledge effectively to achieve goals is known as role and performance. The performance of teachers mentions the conduct of instructions that a teacher performs in the classroom as asking questions, giving justifications, guiding instructions, presenting endorsement, and engaging in numerous teaching activities. Teaching performance could be described as the duties performed by a teacher or teachers at a particular period in the school stemming from achieving organizational goals. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

Impact Of Teachers' Psychological Well-being (PWB) On Work Performance.
A eudaimonia aspect also contributes to positive effects. Ryff and Singer (1989), suggest six dimensions (personal growth, self-acceptance, environmental mastery, purpose in life, positive relations, and autonomy) which are outcomes of a well-lived life. If a teacher opts for this multidimensional approach, he/she would better understand his/her potential in the teaching-learning process, develop self, have confidence in their actions which is essential for any profession; and set meaningful and purposeful goals in life. (Ryff & Keyes, 1995), which focuses on what is the mission of teaching and how to achieve teaching goal which has long-term significance like higher life satisfaction, self-esteem coping, and resilience.

3. METHODOLOGY

The research objective states the impact of psychological well-being on work performance and questions are geared toward successful teachers'/employees' psychological well-being on work performance. The study made use of the quantitative research approach. Williams et al. (2022) "define quantitative research as investigations in which the data that are collected and coded are expressible as numbers. By contrast, studies in which data are collected and coded as words would be instances of qualitative research". Quantitative research involves gathering data that is absolute, numerical data that can be examined in an unbiased manner. This type of research is more structured and is based on the measurement of quantity. This approach made use of statistical analysis to explain and compare findings. It uses numerical data to obtain information thereby maximizing objectivity.
The quantitative approach was used because, this type of approach helped the study collect accurate and reliable data since the numbers collected reflected the true nature of the problem under study using a standardized methodology, which therefore resulted in accuracy in information.

Research Design
Descriptive studies are typically structured with clearly stated hypotheses. The descriptive survey is a design that describes the present status of a problem. Consequently, it brings to the fore the nature of the existing conditions, practices, and trends in the phenomenon. A descriptive study is concerned with and designed only to describe the existing distribution of variables, without regard to causal or other hypotheses. Descriptive research, therefore, answers five basic questions of who, what, why, when, and where and an implicit sixth question, so what?
Often the data for a descriptive study is readily available and thus inexpensive and efficient to use. However, descriptive studies have important limitations. Temporal associations between presumed causes and effects might be unclear and investigators might draw causal inferences when none is possible.
 This research design was adopted for the study because it seeks to ultimately describe the pertaining situation of workplace counseling and its effects on teachers' psychological well-being and work performance within SHSs in Akwapim Ridge. Again, the research design provides evidence to the public on what happens within the study area at a point in time on the topic under investigation. Again, it is used because the research was carried out at a specific place at a particular time which in this case is Second Cycle Schools in the Akwapim Ridge.

Target Population
It is the specific group of people the researcher wishes to use in the research investigation. it is a parent group of observation in which a sample determined is drawn.

The target population of this study included teachers, heads of schools, and counseling coordinators of SHSs in Akwapim Ridge. In all, a total population of 500 was targeted from 10 schools on the ridge. The schools were; Adonten Senior High School, Aburi Girls Senior High School, Okuapeman Senior High School, Nifa Senior High School, Methodist Girls' Senior High School (Meghis), Benkum Senior High School, Adukrom Presbyterian Senior High/Technical School, Mampong Presbyterian Sec/Tech, H'Mount Sinai SHS and Aburi Presbyterian Senior High/Technical School (SHTS). 50 were proportionately selected from each school.

4. DATA COLLECTION INSTRUMENT

The researcher used a questionnaire as the instrument for data collection. Questionnaires are lists of questions related to a study that is submitted to a sampled group for responses or information. It can be self-designed which is primary data or secondary. The survey questionnaire was closed-ended questions, presenting respondents with a limited range of alternative questions.

The study further adopted the Psychological Wellbeing Scale (PWBS)- a 42-item version developed by Ryff (1989) to measure the psychological well-being of the Teachers. The response scale was a 6- 6-point Likert scale of 1= strongly disagree, 2 -somewhat disagree, 3- little disagree, 4= neither agree nor disagree, 5- somewhat agree, and 6= strongly agree.

Table 1: Impact of Teachers' Psychological well-being on work performance

	N	Min.	Max.	Mean	Std. Dev.
I care very much about what happens to my students	416	3	5	4.40	.495
I am enthusiastic about working with my students	416	3	5	4.43	.506
I feel delighted helping my students solve their problems	416	3	5	4.47	.509
I feel satisfied working with the students in this transformation process	416	3	5	4.48	.510
Favourable working conditions matter most	416	3	5	4.40	.514
I tailor my teaching to meet the needs of every student	416	3	5	4.49	.533
Maintaining classroom discipline is a challenge	416	1	5	4.44	.543
I discuss learner's behaviour with their parents or guardians periodically	416	3	5	4.49	.515
I modify my lessons to suit students with special needs	416	3	5	4.41	.497
I change the structure of my lesson on a topic that most students find difficult to understand	416	3	5	4.47	.514
I guide my students as to how to reach their learning goals	416	3	5	4.45	.513
I give students feedback on their strengths and areas for	416	4	5	4.50	.501
Overall Mean	416	3.75	5.00	4.4521	.12672

Source: Field data (2024)

Table 1 shows that the majority of the respondents who were teachers agreed that they care very much about what happens to their students (Mean = 4.40, Std. Dev. = 0. .495). Also, the majority of the respondents agreed that they were enthusiastic about working with their students (Mean = 4.43, Std. Dev. = 0. .506). It could also be observed that the majority of the respondents agreed that they feel delighted helping their students solve their problems (Mean = 4.47, Std. Dev. = 0. .509) and satisfied working with the students in this transformation process (Mean = 4.48, Std. Dev. = 0. .510).

Also, it is revealed from Table 1 that the majority of the respondents agreed that favourable working conditions matter most (Mean = 4.40, Std. Dev. = 0.514). It is also shown that most of the respondents who were teachers agreed that they tailor their teaching methods to meet the needs of every student (Mean = 4.49, Std. Dev. = 0. .533). Also, the majority of the teachers agreed that maintaining classroom discipline is a challenge (Mean = 4.44, Std. Dev. = 0.543). It also show that most of the respondents agreed that they discuss learners' behaviour with their parents or guardians periodically (Mean = 4.49, Std. Dev. = .515).

Table 1 further revealed that majority of the respondents agreed that they modify their lessons to suit students with special needs (Mean = 4.41, Std. Dev. = .497), they change the structure of their lesson on a topic that most students find difficult to understand (Mean = 4.47, Std. Dev. = .497), they guide their students as to how to reach their learning goals (Mean 4.45, Std. Dev. = .513). Also, the majority of the respondents strongly agreed that they guide their students as to how to reach their learning goals (Mean = 4.50, Std. Dev. = 0.501). The overall mean (Mean = 4.4521, Std. Dev. = 0.12672) shows that the majority of the respondents agreed to the agreement that measured the Impact of teachers' psychological wellbeing on work performance. It could therefore be deduced that the performance of teachers that participated in the study could be classified as positive.

5. ANALYSIS AND DISCUSSION

Teachers' psychological wellbeing on work performance
The findings shed important light on the attitudes and commitment of teachers to their students—two critical elements affecting their efficacy in the classroom. First of all, there appears to be a great sense of commitment and passion among teachers. For example, it is evidenced by the high mean scores indicating agreement among respondents that they deeply care about their student's well-being, are excited about working with them, and find satisfaction in helping students solve problems and undergo transformation.

Learners' academic and personal growth is enhanced by these educators' favorable attitudes toward their learners, which provide a loving and helpful learning environment. The high mean scores among respondents further highlight the inherent benefits of teaching and show agreement that teachers feel happy and fulfilled while working with their learners. Loonstra et al. (2009) observed that teachers' general work satisfaction and fulfillment affect how effective they are in the classroom. Thus, senior high school teachers are more inclined to go beyond to help their students intellectually and emotionally when they have an emotional stake in their success and well-being.

The findings also revealed that the majority of the teachers agreed that having good work is most important. This emphasizes how important a work environment is to facilitating efficient teaching and learning. This is in line with the findings of Amin (2015) that educators understand how crucial it is to have favorable working circumstances, such as administrative assistance, and chances for professional growth, to enable them to carry out their jobs well.

The analysis of the study revealed that the respondents agreed that it can be difficult to maintain classroom discipline. This highlights the complexity and challenges instructors have when it comes to controlling student conduct and upholding a supportive learning environment.

This shows that educators understand how crucial it is to implement efficient classroom management techniques to build student engagement, academic success, and a happy, productive learning environment. The performance of teachers is further emphasized by their consent to frequently discussing students' conduct with parents or guardians emphasizes. For example, Lekli and Kaloti (2015) noted that parent-teacher collaboration is essential in fostering students' academic and socioemotional growth.

Levinthal et al. (2021), show that instructors place a high importance on teamwork and open communication with parents or guardians to help students holistically and ensure their success. Teachers' dedication to modifying their teaching strategies to account for individual differences and promote inclusivity in the classroom is also emphasized by the findings of this study.

The modification of teachers' strategies may encourage learner-centeredness and inclusivity in the classroom. Sanger (2020) stresses that inclusivity in the classroom accommodates diverse learning styles and gives learners a sense of welcome and belonging. This setting encourages involvement, engagement, and teamwork, which eventually improves each student's academic achievement (Sanger, 2020).

This shows that educators at the senior high schools at Akwapim Ridge are proactive in fostering an atmosphere that supports learning and growth and is aware of the significance of attending to the different learning requirements of their learners. Teachers' roles as facilitators of students' learning and growth are further highlighted by the high mean scores of respondents, which show agreement among them that they advise their students on how to achieve their learning objectives. This suggests that educators/teachers actively assist students in establishing and accomplishing their personal and academic objectives, encouraging a sense of independence, accountability, and ownership over their educational path.

6. CONCLUSIONS

The analysis and discussion of the findings revealed that there appears to be a positive association between teachers' psychological well-being and their success in the classroom. This suggests that educators who receive emotional and psychological well-being support are better able to fulfill the various requirements of their pupils and carry out their duties in an efficient manner.

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