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Impacts of gender and location on the psychological wellbeing of Agricultural Science and Education Academic Staff

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Abstract
There is a paucity of literature on the impacts of gender and location on the psychological well-being of agricultural science academic staff. This condition necessitated the use of an ex-post facto study with a sample of 46 University of Nigerian Agricultural Science and Education Academic Staff. The psychological wellbeing scale (α = .84) was used to collect data, which was based on the scientific research paradigm and quantitative research approach. The mean and t-test statistics were used to analyze the data. It was revealed that while gender had no significant impact on the academic staff's psychological wellbeing, location had a significant impact on the academic staff's psychological wellbeing. As a result, it was recommended that the university authority should make necessary accommodations to create a working environment that promotes the psychological wellbeing of academic staff irrespective of their location.

Keywords: Agricultural science and education Academic Staff, Gender, Location, Psychological wellbeing

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Introduction

Psychological well-being is used to describe a person's mental health and overall functioning. The combination of feeling well and performing well is referred to as psychological well-being (Huppert, 2009). Work is an important part of one's well-being because it offers cash and reflects one's social status (Ariza-Montes et al., 2018). Individual support networks and well-being have been identified to be important variables in encouraging kindergarten teachers to stay on the job, resulting in improved job satisfaction and mental health (Matsuo et al., 2021). According to studies, workers live healthier and longer lives are those with a higher level of psychological wellbeing (Kubzansky et al., 2018). However, according to the research, teaching places a high demand on instructors, and studies on teachers' occupational mental health issues are highly needed at the moment (Ibrahim et al., 2021). Mental health disorders are growing more prevalent among the working population in today's world (Kärner et al., 2021).

In terms of mental and emotional stress, teaching is a hard career (Echo et al., 2019). Every teacher starts work by 8 a.m and ends at around 5 p.m., including other activities not mentioned in the curriculum. (Ibrahim et al., 2021). According to European recommendations, law in Italy has emphasized the importance of monitoring organizational well-being and job-related stress, assuring health and quality of life at work (Cortese et al., 2019). One of the psychosocial job hazards, occupational stress, is a substantial risk factor for mental illness in the working population (Wang et al., 2017). Negative physical and emotional reactions that occur in the workplace are referred to as occupational stress (Luo et al., 2016). As businesses migrate from manufacturing to service, the psychological and emotional demands of employment have increased. Psychosocial factors are psychological impressions or experiences associated with a person's physical and social conditions (Ng et al., 2019).

Despite the fact that the ability of early academic professionals to operate effectively little or none is known about the demographic determinants of their psychological wellbeing (Logan et al., 2020). Several studies have indicated that work-related stress has a negative influence on workers' health and well-being, according to a

group of researchers (Cortese et al., 2019). Emotional control and psychological wellbeing of British and Iranian teachers were found to be significant predictors of work engagement, with psychological wellbeing appearing to be a superior predictor of work engagement (Greenier et al., 2021). Ariza-Montes et al. (2018) found that physical demands at work were found to be less essential than psychological demands in predicting well-being. Positive personality and positive coping were found to predict positive well-being, whereas negative coping and job demands were found to adversely predict wellbeing (Williams et al., 2017).

Job demands had a major impact on teachers' wellbeing (Ibrahim et al., 2021). There are strong relationships between various working conditions and teachers' psychological well-being, some of which are beneficial and others that are detrimental (Kwon et al., 2021). Emotional intelligence and a positive restructured coping style were discovered to have a considerable effect on psychological well-being (Pauletto et al., 2021). Working conditions have a considerable impact on employee happiness (Hvali-Touzery et al., 2020). Despite the fact that both predictors had a unique effect on psychological well-being, teacher self-efficacy was found to be a better predictor of psychological well-being than collective teacher efficacy (Jalil et al., 2020). As a result of a positive safety climate, employees will be less weary and their wellbeing will improve, and vice versa (Tamakloe et al., 2022). Work-family conflict was found to be adversely associated with psychological well-being, while job satisfaction was found to ameliorate this relationship (Lizano, 2022). Gender has been proven to have a substantial impact on both happiness and health concerns (Diego, 2018). Work instability and interpersonal conflict have a significant link with psychosocial work risk (Sun et al., 2022). Peer support, well-designed organizational structures, and employee reward systems have all been found to reduce the negative impact of poor working circumstances on workers' well-being (Schneider & Weigl, 2018).

The foregoing has shown that no known research both within and outside Nigeria has investigated the impacts of gender and school location on the psychological well-being of agricultural science academic personnel. This gap in literature necessitated this research.

Method

Research design

An ex-post facto research design was adopted for this research. This design enabled the researchers to ascertain the impact of gender and school location on the psychological wellbeing of the academic staff without the manipulation of the independent variables. Similar studies like Ugwuanyi, Okeke and Ageda (2020), Ugwuanyi, Okeke and Njeze (2020), this design have been employed.

Sample

The study's target group was all the academic staff of the Department of Agricultural Science and Education academic staff of the University of Nigeria. A sample of 46 academic staff sampled using a stratified random sampling technique participated in the study.

Measures

The researchers adapted a 42-item psychological wellbeing scale (PWS) developed by based on Ryff (1989). The PWS had two sections A and B. Section A had demographic information of the participants which Section B sought information on the psychological wellbeing of the participants. The items were categorized into four categories: highly agree, agree, disagree, and strongly disagree. For highly agree, agree, disagree, and strongly disagree, the response alternatives were weighted 4, 3, 2, and 1 respectively.

Validity and Reliability of Measure

The instrument was presented to the validates for face validation in order to ascertain suitability of the instrument based on the purpose of the research. Test and measurement experts as well as psychologists did the face validation. The corrections which were considered constructive were effected to improve the quality of the instrument. Thereafter, 20 academic staff members at Ebonyi State University were subjected to PWS trial testing to assess its reliability. The Cronbach alpha method was used to determine the reliability index of the PWS which was 0.84.

Ethical considerations

Ethical approval for the research was granted by the research ethical committee of the Faculty of Education which is in line with the American Psychological Association for conducting human-related research. Moreover, the participants were asked to fill out informed consent forms.

Procedure for data collection

Data collection was possible through several visits of the researchers to the participants areas of abode. It took around 28 days to collect all of the information. Each participant had an average of 35 minutes to complete

the filling of the instrument that they were given. Thereafter, the researchers collected the completed copies of the instrument on the spot.

Method of data analysis

Mean and t-test were used to analyse the data collected. While mean was used to analyse the data to provide answers the research questions, t-test was used to test the null hypotheses at 5% probability levels. A lot of researchers have adopted these statistical approaches (Ugwuanyi et al., 2021; Agboeze et al., 2021; Ene et al., 2021) in similar studies.

Results and Discussion

The results were presented in line with the research questions and hypotheses

Research Question One: What are the mean psychological wellbeing scores of male and female academic staff?.

Table 1: t-test analysis of the impact of gender on the psychological wellbeing of the academic staff

Gender	N	Mean	Std. Deviation	df	t	p
Male	23	100.78	27.73	44	-.231	.818
Female	23	102.91	34.35			

Table 1 shows that the male academic staff had mean psychological wellbeing of (M = 100.74, SD = 27.73) while the female academic staff had mean psychological wellbeing of (M = 102.91, SD = 34.35).

Ho_1: There is no significant impact of gender on the psychological wellbeing of the academic staff.

Further analysis revealed that there is no significant impact of gender on the psychological wellbeing of the academic staff, $t(44) = -.231$, $p = .818$.

Research Question Two: What are the mean psychological wellbeing scores of male and female academic staff?.

Table 2: t-test analysis of the impact of location on the psychological wellbeing of the academic staff

Gender	N	Mean	Std. Deviation	df	t	p
Male	23	105.19	23.99	44	2.409	.044
Female	23	89.80	48.23			

Table 2 shows that the academic staff residing in the urban location had mean psychological wellbeing of (M = 105.19, SD = 23.99) while the academic staff residing in the rural location had mean psychological wellbeing of (M = 89.80, SD = 48.23).

Ho_2: There is no significant impact of location on the psychological wellbeing of the academic staff.

Further analysis revealed that there is a significant impact of location on the psychological wellbeing of the academic staff, $t(44) = 2.409$, $p = .044$.

This study was carried out to examine the impact of gender and location on academic staff's psychological wellbeing. In answering the research question one and testing the corresponding hypothesis, it was found that gender had no significant impact on the academic staff's psychological wellbeing. This finding goes to show that both male and female academic staff have the same psychological wellbeing experience. In other words, the psychological wellbeing of academic staff is independent of their gender. Contrary to this finding, gender has been demonstrated to have a significant impact on both happiness and health concerns, according to a similar study (Diego, 2018).

In relation to research question two, it was however revealed that location had a significant impact on the academic staff's psychological wellbeing. This means that the psychological wellbeing of the academic staff living in the urban area and those living in the rural area is not the same. This finding is not surprising as it was the assumption of the researchers that the academic staff living in the urban location will have better wellbeing psychologically than those in the rural location. Buttressing this finding, there are substantial links between various working situations and the psychological well-being of teachers, some of which are advantageous and

others which are harmful (Kwon et al., 2021). Hvali-Touzery et al. (2020), found that employee pleasure is inextricably linked to their working conditions. Workplace conditions are integrally linked to employee happiness (Hvali-Touzery et al., 2020). Employees will be less tired and their psychological wellbeing will increase as a result of a positive safety climate, and vice versa (Tamakloe et al., 2022). Work-family conflict has been found to be negatively related to psychological well-being, whereas job satisfaction has been found to improve this link (Lizano, 2022).

This is the first study in Nigeria and Africa to establish the impact of gender and location on the psychological wellbeing of academic staff. This makes a significant contribution to knowledge in the fields of counseling psychology and education in general.

Limitation of the Study and Suggestions for Further Research

This is the first study in Nigeria and Africa to establish the impact of gender and location on the psychological wellbeing of academic staff. This makes a significant contribution to knowledge in the fields of counseling psychology and education in general.

The generalizability of these findings may be limited by some limiting factors. For instance, this study was limited to only gender and location of academic staff as the only demographic profiles. Including other demographics of the academic staff in future studies may produce different findings. Based on this limitation, the researchers suggested that this study can be replicated by including more demographic profiles of the participants in order to explain further the findings of this research.

Conclusion

Based on the findings of this research, the researchers concluded that male and female academic staff of universities have the same experience of psychological wellbeing. This by implication means that being a male and female academic staff does not affect the psychological wellbeing of academic staff. On the other hand, psychological wellbeing of academic staff living in the urban location is favourably better than those living in the rural location. As a result, it was recommended that the university authority should make necessary accommodations to create a working environment that promotes the psychological wellbeing of academic staff irrespective of their location.

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