7-2022

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Abstract

Considering the enormous responsibilities placed on school librarians, this study explored the sociodemographic determinants of school librarians' psychological wellbeing in Nigeria. This study used an ex-post facto research design. Drawing from the scientific research paradigm and quantitative research approach, data were obtained on 145 school librarians using the Psychological wellbeing scale (α = .82). The 145 librarians were sampled from both Federal and state Universities in southeast Nigeria. The data were analysed using the mean and analysis of variance. The study found that, while age had no significant ($p > .05$) influence on librarians' psychological wellbeing, qualification had a significant ($p < .05$) influence on librarians' psychological wellbeing. As a result, librarians' qualifications are a crucial driver of their psychological wellbeing. Thus, it was suggested that librarians' qualifications be prioritized during their employment.

Keywords: Age, Librarians, Qualification, Psychological wellbeing

Introduction

The term psychological well-being is used to describe a person's mental health and overall functioning. The combination of feeling good and performing well is referred to as psychological well-being (Huppert, 2009). Work is an important part of one's well-being because it provides income and reflects one's social status (Ariza-Montes et al., 2018). Individual support networks and well-being have been discovered to be important determinants in encouraging kindergarten teachers to stay on the job, resulting in improved job satisfaction and mental health (Matsuo et al., 2021). According to studies, those who have a higher level of psychological well-being are more likely to live healthier and longer lives, as well as have a higher standard of living (Kubzansky et

al., 2018). A higher level of psychological well-being is associated with fewer social issues as well. However, according to the research, teaching places a high demand on instructors, and there is a current need to focus on teachers' occupational mental health issues (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). A normal teacher's day begins early in the morning and ends around 5 p.m., with extracurricular activities and other work such as assessments and reports thrown in for good measure (Ibrahim et al., 2021). According to European recommendations, a law in Italy has emphasised 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 early childhood educators' capacity to operate well in their work environments is critical to providing high-quality programs for children, few research have examined educators' work-related wellbeing from an organizational perspective (Logan et al., 2020). The researchers investigated the sociodemographic variables of librarians' psychological well-being based on this hypothesis.

Psychological well-being was negatively associated with perceived stress (Hezomi & Nadrian, 2018). 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). For the total sample of British and Iranian teachers, emotional control and psychological wellbeing 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). Physical demands at work were found to be less essential than psychological demands in predicting psychological well-being (Ariza-Montes et al., 2018). 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, job control, and social support all had a major impact on teachers' psychological well-being (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 psychological well-being will improve, and vice versa (Tamakloe et al., 2022). Work-family conflict has been proven to have a negative impact on psychological well-being, whilst job satisfaction has been shown to improve this link (Lizano, 2022). Gender has been shown to have a significant impact on happiness as well as health concerns (Diego, 2018). 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).

It has been demonstrated that some elements influence workers' psychological well-being. However, according to the available literature at the time of this study, the sociodemographic factors of librarians' psychological well-being at various university libraries had not been investigated. As a result, this research is required.

Materials and methods

Research design

Because the inferences were based on the results of hypothesis testing, this study followed the scientific research paradigm. A quantitative research technique was used to guide the investigation in accordance with this scientific study paradigm. The study's goal was to see the influence of librarians' sociodemographic on their psychological well-being, therefore it employed an ex-post facto research design to do so. In recent years, similar studies have used similar paradigms, methods, and research designs (Ugwuanyi, Okeke, & Ageda, 2020; Ugwuanyi, Okeke, & Njeze, 2020).

Participants

The study participants comprised 145 librarians sampled from both Federal and state Universities in southeast Nigeria. The five (5) universities were sampled using a simple random sampling technique. From the sampled universities, the librarians both at senior and junior cadre were purposefully sampled to participate in the study.

Measure

The researcher created a 20-item psychological wellbeing scale (PWS) based on Ryff's (1989) psychological wellbeing measures. 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. The researchers created a demographic profile questionnaire to determine the demographic features of the librarians who participated in the study. The age and educational qualification of the participants are two of their features explored.

Validity and Reliability of Measures

Professionals in educational psychology, measurement, and assessment from the researchers' universities' colleges of education evaluated the measure to determine its face validity. The experts were entrusted with assessing the measures' elements in terms of their relevance to the study's objectives. They were asked to provide suggestions to assist the researchers in achieving their research goals. The draft instrument was revised as a result of the expert opinions, resulting in the final form of the instruments. Following that, 20 Ebonyi State primary school teachers were subjected to PWS trial testing to determine the measure's dependability. The data from the Nigerian sample was examined using the Cronbach alpha method, yielding an over reliability value of 0.82 for PWS.

Ethical considerations

In accordance with the university's ethical guidelines, the researchers sought ethical clearance from the University of Nigeria's Faculty of Education, as well as permission to conduct the study in primary schools. This meets the criteria set forth by the American Psychological

Association for conducting human-related research. Before the actual data collection, the participants were given informed consent forms to fill out and sign.

Procedure for data collection

Prior to data collection, the researchers received ethical approval for the study as well as gatekeeper letters from the several elementary schools that were used in the study. It took around four weeks to collect all of the information. Each participant had 20 minutes to complete the measurements that they were given. The students took the tests in their classrooms and answered the surveys offline, according to the researchers. After they finished filling out the forms, they were allowed to pick up the completed copies on the spot.

Method of data analysis

Descriptive and inferential statistics were used to analyze the data. Specifically, mean was used to analyse the data to provide answers to the research questions while analysis of variance was used to test the corresponding hypotheses. 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

Table 1

Mean analysis of the influence of age on librarians' psychological wellbeing

Age range	n	Mean	Std. Deviation
Below 25 years	13	51.25	6.48
26-35 years	67	57.47	28.13
36-54 years	32	59.65	18.62
46 years and Above	33	71.96	15.36

Table 1 shows that librarians who are below 25 years of age had mean psychological wellbeing of ($M = 51.25$, $SD = 6.48$), those within the age range of 26 years to 35 years had mean psychological

wellbeing of (M = 57.47, SD = 28.13), librarians within the age range of 36-54 years had mean

psychological wellbeing of (M = 59.65, SD = 18.62) and those who are 46 years and above had

mean psychological wellbeing of (M = 71.96, SD = 15.36).

Table 2

Analysis of variance of the influence of age on librarians' psychological wellbeing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2157.575	3	719.192	1.605	.189
Within Groups	112057.374	142	448.229		
Total	114214.949	145			

Table 2 revealed that age had no significant influence on the psychological wellbeing of school

librarians, F (3, 250) = 1.605, p = .189.

Table 3

Mean analysis of the influence of qualification on librarians' psychological wellbeing

Qualifications	n	Mean	Std. Deviation
Bachelor's degree	65	61.29	2.82
Master's degree	54	60.14	1.85
Ph.D degree	11	66.19	2.99

Table 3 shows that librarians who possessed Bachelor's degree had mean psychological wellbeing

of (M = 61.29, SD = 2.82), those who possessed Master's degree had mean psychological

wellbeing of (M = 60.14, SD = 1.85), and the librarians who possessed Ph.D degree had mean

psychological wellbeing of (M = 66.19, SD = 2.99)

Table 4

Analysis of variance of the influence of qualification on librarians' psychological wellbeing

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7840.589	3	2613.530	6.142	.000

Within Groups	106374.360	142	425.497
Total	114214.949	145	

Table 4 revealed that the qualifications of school librarians had a significant influence on their psychological wellbeing, $F(3, 250) = 6.142$, $p = .000$.

Discussion

This research sought the influence of age and qualification on the psychological wellbeing of school librarians. The results of psychological wellbeing. The results showed that while age has no bearing on librarians' psychological well-being, qualification did. As a result, librarians' qualifications are a crucial driver of their psychological well-being. These findings imply that the psychological wellbeing is largely dependent on their qualification but not age. Workers' psychological and physical well-being, as well as their ability to connect with coworkers, are all influenced by psychosocial hazards, according to these findings. They can cause physical discomfort or illness, such as cardiovascular disease or musculoskeletal injury, as well as behavioral and psychological consequences like work burnout, anxiety disorders, and depression.

Buttressing these findings, employee well-being is intrinsically linked to their working situations (Hvali-Touzery et al., 2020). Employees will be less tired and their psychological well-being 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). Contrary to this result, it was also discovered that teachers' age had a substantial positive association with their psychological well-being, but their qualifications had no significant negative relationship. Gender has been demonstrated to have a significant impact on both happiness and health concerns, according to similar research (Diego, 2018).

According to a group of researchers, several studies have shown that work-related stress has a negative impact on workers' health and well-being (Cortese et al., 2019). Emotional control and psychological wellbeing were revealed to be significant predictors of job engagement in a complete sample of British and Iranian teachers, with psychological wellbeing appearing to be a superior predictor of work engagement (Greenier et al., 2021). Physical demands at work were found to be less important in predicting psychological well-being than psychological demands (Ariza-Montes et al., 2018). Positive personality and positive coping have been found to predict positive well-being, while negative coping and job demands have been found to negatively predict wellbeing (Williams et al., 2017).

Conclusion and recommendations

The results of this study show that school librarians' qualifications are a crucial driver of their psychological well-being. As a result, it was determined that librarians' psychological well-being is influenced by their level of education. Based on the foregoing, the researcher suggests that employers of labor make enough plans to evaluate the potential impact of qualification on librarians' psychological well-being during recruitment.

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