Work Environment as a Correlate of Teachers Psychological Wellbeing in Universities in Fako Division: The Case of the Chattered University Institute of Cameroon- CUIC

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Crossref

Abstract

Purpose: This study investigates the correlation between the work environment and the psychological wellbeing of teachers within Universities in Cameroon: The Case of the Chattered University Institute of Cameroon-CUIC Drawing on theories such as Herzberg's Motivation-hygiene theory, Maslow's Hierarchy of Needs, and the Affective Events Theory, the research explores how factors like classroom teaching space and office space availability influence the psychological wellbeing of educators.

Materials and Methods: Using a quantitative-based cross-sectional design and purposive sampling, data were collected via a Likert scale questionnaire from 10 participants across seven departments. Descriptive and inferential statistics were employed for data analysis.

Findings: The findings reveal significant positive relationships between both the availability of classroom teaching space and office space with the psychological wellbeing of teachers. The study underscores the importance of a conducive work environment in enhancing teachers' psychological wellbeing.

Implications to Theory, Practice and Policy: It recommends measures for improving classroom and office space provisions to support teacher satisfaction and effectiveness. These findings contribute to the ongoing discourse on the role of the work environment in promoting teacher wellbeing and, by extension, student learning outcomes.

Keywords: *Work-Environment, Classroom-Space, Office-Space, Teacher, Psychological-Wellbeing*

1.0 INTRODUCTION

García-González et al. (2020) hold that teachers are in charge of preparing the coming generations to face the challenges of current unsustainable development. The educational environment therefore, occupies a special place because of the importance of its influence on personal development. According to Beava (2002), the educational environment is the psychological-pedagogical reality that contains specially arranged social and spatial-thematic conditions for personality formation and development opportunities. The work environment of teachers is vital; after all, the working environment of teachers is the learning condition of students, and the unproblematic environment in which to teach is also the comfortable environment in which to learn. Teachers play a crucial role in a student's life as they are the front-line workers responsible for engaging students and promoting their learning (Reaves et al. 2018). Indeed, empirical evidence has found that teachers are the most important in-school factor contributing to student success, satisfaction and achievement (Darling-Hammond, 2000).

It is well known in literature that teaching is a demanding, challenging profession, where teachers are exposed to stress, burnout, and a high attrition rate (Gu et.al 2007). Majority of studies have in fact targeted negative indicators of teacher functioning, but more recently, following the mainstream of positive psychology, more attention has been devoted to teachers' well-being. Psychological studies have proven that people can develop only in an environment with certain parameters, one of the most significant of which is safety (Baeva, 2002). Safety is a basic human need, and it has a key role in providing for the mental health and development of children (Maslow, 1943). Safety can actually be as a consequence of the classroom setting as well as organization of the school infrastructure including office space.

According to Jennings et al. (2009), teachers' wellbeing plays a critical role in creating a classroom environment that promotes positive developmental and learning outcomes among children. On the other hand, García-González et al. (2020) holds that teachers need to preserve and maintain their psychological well-being before dealing with the various challenges in the education sector. Research shows that many aspects of the classroom environment can affect students' motivation and that students who are more motivated, put in more effort into the learning activities (Ambrose, 2010). This could also be true for teachers because they certainly are expected to work within a conducive environment in order to be psychologically stable.

Following the view of Horng (2009), working conditions, notably administrative assistance, school amenities, and class size, are far more significant to teachers than remuneration and student demographics. This means that the work environment especially the physical space among others are important factors that could influence the well-being of teachers, both positively and negatively. Prado-Gascó et al. (2020) hold that non-university teachers have reported an increase in psychosocial risks in working environments regarding limited resources, difficulties in organizational justice, interpersonal problems, role confusion and work overload, uncertainty management, psychosomatic disorders, and burnout as well as the responsibility of being the primary learning facilitator of children and teenagers.

Reaves et al. (2018) stated that despite growing recognition of the critical nature of working conditions, researchers have only recently begun to understand how various aspects of the workplace affect teachers' ability to teach effectively, their sense of self-efficacy, their satisfaction with their

role and assignment, and their willingness to remain in their school and profession. For Jelińska et al. (2021) one of the concerns expressed by teachers has involved assessments, including assessment tools and strategies, monitoring student learning and ethical issues related to students' behaviors. On the other hand, Klassen (2010) states that many international studies over the last decades have highlighted the stressful nature of teaching. A study of secondary school teachers in Nigeria by Iyore (2018) confirmed that work overload, crowded class conditions, poor working conditions, lack of social support and lack of teaching accessories are sources of stress. This means that the teacher's work environment is a key determinant of the quality of their work and their level of productivity (Al-Omari, 2017). It could also determine the state of their psychological wellbeing.

The work environment as defined by Oludeyi (2015), is the settings, situations, conditions and circumstances under which people work. The quality of the work environment is influenced by a variety of factors, including physical and social factors. While the importance of physical factors in the work environment has been widely studied, social factors have been less studied in relation to their impact on employees' psychological well-being (Doe, 2021). These factors as mentioned above could actually lead to burnout in teachers and may lead to psychological breakdown. Work environment factors such as job demands, job control, social support, and organizational culture significantly influence the psychological well-being of staff (Ariza-Montes et al., 2018). Further, previous research has shown that social factors in the workplace, such as interpersonal relationships with coworkers and supervisors, organizational culture, social support, and communication patterns within the workplace can play a critical role in promoting or hindering psychological health (Yu, 2021).

A decent work environment is a condition where individuals can do their jobs in an ideal, secure, healthy, and comfortable way (Rismawati, 2016). Many studies classify the work environment into toxic and conducive environments (Taiwo, 2010). Workplace factors may increase chances of mental illness if the environment is not conducive for workers (Chandrasekar, 2011). Riemenschneider et al. (2019) opined that the workplace is typically an environment in which people with different personalities, communication styles, and worldviews interact.

Fifty years ago, the World Health Organization defined health as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (Ryff & Singer, 1998). The concept of well-being within positive mental health studies is a complex construct with two main approaches: subjective well-being and psychological well-being (Cenksever & Akbaş, (2007). Wyatt (2002) as cited in Dagenais-Desmarais and Savoie (2012), opined that psychological well-being at work is one of the most worrisome issues for managers and directors. This could be the same when it comes to teachers as they serve as managers/directors of their classrooms. According to Pepe et al. (2017), well-being refers more to the ability of teachers to develop a positive though dynamic equilibrium between teachers' resources and their challenges/demands (environmental, social, individual, physical, mental, psychological). The term "psychological well-being" (PWB) refers to an individual's assessment of his or her own level of happiness and satisfaction with various aspects of his or her physical and mental health, as well as the relationship between these factors and other psychosocial ones like life satisfaction and job satisfaction (Garg & Rastogi, 2009).

Bushiri (2014) on the other hand opined that, employees will improve their performance if their problems are tackled by the management. Al-Omari (2017) also held that the main goal of work just

like teaching for someone is not only to get the salary, but to reach self-satisfaction. Since every organization is a combination of people, it might be logical that people's performance is, as a consequence, organizational performance (Al-Omari, 2017). In other words, poor performance, or the failure of employees is logically the reason for institutional failure. Similarly, Tella et al. (2007) opined that well-managed organizations usually see employees as the source of quality and productivity and attach importance accordingly. Job performance therefore, is the result of an employee's motivation and ability, and how he/she adapts to the situational constrains and the unpleasant environment (Al-Omari, 2017).

Background

Work environment is an important factor that can influence the well-being of teachers, both positively and negatively. Gimenez Lozano et al. (2021), agrees that the work environment is the atmosphere that permeates the office and in which we all participate and has to do with individual employee's subjective experience. To illustrate this subjective experience, Rodriguez (2018) likens the work environment to the company's day-to-day life whereby; talking, listening and working with your colleagues, you perceive elements in common with them about how pleasant or unpleasant it is to work in your institution. Briner (2000), adds that work environment can be thought of, simply, as the environment in which people work; that encompasses the physical setting, characteristics of the job itself, and organizational aspects of the work environment which seem to be most important and relevant. Briner further explained that, work environment affects how the worker feels, thinks and behaves, thus having both positive and negative impacts on the psychological well-being of workers. On the other hand, Karasek (1979) suggested that job demands (such as workload and time pressure) and job control (such as autonomy and decision-making authority) interact to affect the psychological well-being of employees. The quality of the work environment plays an important role in determining the psychological well-being of staff. Chaudhuri and Ghosh (2012) supported that employees are motivated to perform better when their organization provides them with beneficial resources, such as good infrastructure, recognition, teamwork, and communication. This goes to say that teachers' psychological wellbeing can be enhanced with the conditions present in the work environment.

Maslow (1943) in his hierarchy of needs theory, suggest that people have five basic needs (physiological, safety, love/belonging, esteem, and self-actualization) which must be met in order for them to be motivated and satisfied in their work. Hassard (2012) further revealed that, people are motivated by the need for a decrease in interpersonal conflicts and the development of democratic and cooperative group processes at work. Further, comfort at work and satisfaction emerge as central concerns in numerous studies. Rainhorn and Bluma (2013) opined that, in the 1980s and 1990s, industrial-workplace conditions were still not considered as structural elements as important as wages, working hours or the rate of labor unionization. It remains a place where class struggle become visible. Looking at the evolution of the workplace, Condeco Worktech Academy (2023) as cited by Orobosa et al. (2023) outlines that the workplace has evolved considerably since the 1950s, both physical, social and mental health are at the forefront of the business agenda.

Theoretically, this study took into consideration the following theories; Herzberg's (1982) Motivation- hygienic theory, which holds that people have to be motivating in order perform well. To him motivators are factors that lead to job satisfaction and motivate employees to perform better. According to Herzberg (1982) hygienic factors include among other things the physical work environment/working conditions. He further holds that hygienic factors are maintenance factors that

do not necessarily add additional motivation to employees but these factors prevent employees from being dissatisfied. Following the tenet of this theory, we can therefore say that teachers need such factors as adequate classroom settings as well as office space to avoid dissatisfaction.

Maslow hierarchy of needs theory was also used. Maslow's (1967) motivation theory, which is a humanistic theory and explains the fact that people should be provided with the basic needs of security and shelter which will push them to achieving the other higher order needs. The Affective Events Theory (AET) by Howard Weiss and Russell Cropanzano (1996) was developed to explain the connections between affective events, emotional experiences, and work-related outcomes. It discusses the nature of affective events and their potential to elicit emotional responses, emphasizing the role of individual differences and situational factors. The central point of this theory is that, workers of all categories including teachers are impacted emotionally by events that occur at work; these emotions affect their overall satisfaction and performance. They further state that work events trigger affective reactions, which may alter employees' work attitudes and behaviors.

Work Environment

This refers to the physical space as well as work conditions available to lecturers as they engage with their duties of teaching. To Borman and Maritza (2008), it is the degree to which teachers are provided an environment of work which is adequate and well-structured such that it gives an opportunity for the teacher to easily access, teach, relax before and after lecture in a secured space, interact conductively with the learners in the classroom as they dispatch their lessons. The work environment is the environment in which people work; from the physical environment, such as heat and equipment, job-specific characteristics such as workload and task complexity, broader organizational features such as culture and history, and to the extra-organizational factors such as local labour market conditions, industry sector, and work-home relationships, all are part of the work environment (Reaves et al. 2018). While the influence of physical workplace conditions, such as the presence of a toxic substance, is often quite apparent, it is less direct how social environments affect teachers' perception (Pepe et al., 2017). They go on to state that conducive work environments provide teachers with pleasurable experiences and assist them in actualizing their goals; toxic work environments especially classroom environments that are not conducive due to large class size are responsible for painful experiences that deactualize their behaviour. The teaching profession can be incredibly rewarding and fulfilling Billingsley et al. (2019) but teachers deal with many challenges and demands that can affect their occupational wellbeing and influence their ability to create a supportive learning environment for students

Classroom Teaching Space and the Psychological Wellbeing of Teachers

According to Borman and Maritza (2008), teaching conditions are more important than previously thought in predicting teacher attrition. Working conditions, notably administrative assistance, school amenities, and class size, are far more significant to teachers than remuneration and student demographics. High satisfaction and low intention to leave the teaching profession are high among teachers in schools with favourable working conditions, regardless of student demographics and socioeconomic background of the teachers (Carner-Laird et al. 2017). From the above-mentioned point, it is evident that lack of adequate physical space for lectures may have a toll on the psychological wellbeing of lecturers. Research shows that the characteristics of the classroom environment play an important role in shaping teaching practices and supporting research-based

instructional strategies. Cotner et al. (2013) as cited in Alkan (2016) holds that teaching practices are affected by the characteristics of both the individual instructor (i.e., beliefs, experience, desires, etc.) and the environment (i.e., physical space, local culture, and available resources). The design of the physical classroom space and of course the availability plays an important role in shaping the learning environment. From seating configuration to furniture to technology, the classroom and its features can encourage or discourage particular activities.

Research suggests that stressful working environments and challenging working conditions affect teachers' motivation, self-efficacy and job commitment (Collie et al., 2012). This could definitely mean that teachers have overloaded classroom, lack teaching space can experience some level of stress especially in cases where they cannot have ready classroom at the time they are to teach their lessons.

Office Space and the Psychological Wellbeing of Teachers

The school office space/staffroom is there for teaching staff to relax, re-energise and socialise with their colleagues in between lessons. It can also help as a space where new teachers are mentored by older teachers. In this regard; the work of McGregor (2003, 2004), Nespor (1997, 2002), and Paechter (2004) provides a useful conceptual background upon which to continue to think about the interrelationship of professional spaces, physical places, power, subjectivities and rela-

tionships in conjunction with the transitional membership space for beginning teachers. In schools, creating a safe and secure learning environment is not just an optional add on, it's the very foundation upon which the educational trust rests (Wachob, 2014). This could also mean that such an environment should provide the necessary structures like adequate classroom and office space for teaching and learning to take place effectively. Staffrooms, in their various forms, act as places, recognised and named physical spaces that house functional, social, and representational space. Yeşil and Korkmaz (2012), in their study researching the agenda of the teachers' room, determined that teachers speak to each other of the teaching–learning issues 'very often' while they speak of the personal/social/economic and political subjects 'sometimes'. The staffroom, the school-based spatial arrangement in which teachers work and/or meet, is an important site for influencing curriculum and resource decisions, a site for the constitution of professional subjectivities (Grosz, 1994). Teacher's rooms are described as the places most commonly used by teachers following their courses, which allows teachers to gather for resting, conversations, meeting, preparing for classes and exchanging information (Clanfeld & Foord, 2008; Açıkalın, 2014). They go on to say that a teachers' room/office plays a crucial role in teacher well-being. It serves as a space where teachers can rest, prepare for lectures, review students' work, and engage in professional and personal conversations with colleagues.

Karataş (2012) as cited in Arslan (2016), states that the occupational performance of the teacher is associated with the ambience and communication in the teacher's room. It is therefore clear that the interactions in the room/office contribute to enhancing social capital within the school, impacting the overall success of the institution. Additionally, the quality of the lounge environment, based on principles of self-development and support, influences teachers' well-being. Teacher well-being is a multifaceted construct influenced by interactions with students and colleagues within educational organizations. Therefore, a supportive and conducive teachers' lounge can positively impact teacher morale, job satisfaction, and overall well-being, ultimately enhancing their effectiveness in the classroom.

Business companies have created more supportive office environments to foster better work productivity and collaboration. Examples include Apple and Google (Zhenjing et al., 2022). The same is true for academic, physical environments, and learning. Research shows that the physical environment plays a role in student achievement and behavior and can foster a positive outlook that supports learning, achievement, and social behavior (Fisher & Frey, 2022). This can also be true for teachers who also need a comfortable environment to enhance their psychological wellbeing. Improving room acoustics in school spaces has been found to lead to enhanced performance and wellbeing of both teachers and students, with positive changes in concentration, memory, capacity, task fulfillment and reduced aggression levels. Arslan (2016) holds that faculty rooms play a crucial role in fostering the mental health and wellbeing of teachers by providing a supportive environment for collaboration, relaxation, and stress relief.

Psychological Wellbeing

According to Diener and Diener (1996), psychological well-being includes cognitive assessment of different aspects of life, emotional self-acceptance, and the experience of subjective well-being comparable to the experience of happiness. Viewed as a holistic concept, wellbeing is best understood as the complex interplay between internal (subjective wellbeing) and external factors, and how individuals respond to these (OECD 2014). Wellbeing is relative to the individual and changes over time depending on their personal circumstances. Psychological well-being is determined not so much by the circumstances of life as by stable personality characteristics. In a study by Shek (2007) psychological well-being was revealed through components such as hopelessness/hopefulness, abilities, life satisfaction, and self-respect. Based on empirical research about psychological well-being (PWB), the following summarization can be made (Huppert, 2009):

- ✓ PWB is associated with adaptable and creative thinking, pro-social behavior and good physical health.
- ✓ An individual's PWB is powerfully influenced by his/her early environment.
- ✓ Interventions which bring out positive attitudes and behaviors enhance PWB of individuals.
- ✓ A universal approach is needed for reducing the number of common mental disorders people have.
- ✓ The concept of PWB that focuses on flourishing, rather than on pathologies, can advance the understanding of possible pathways to the well-being of individuals, organizations and society in general

Psychological well-being (PWB) is concerned with an individual's judgement 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 (Garg & Rastogi, 2009). For this reason, as in other disciplines, psychological well-being is a concept that is increasingly popular in organizational sciences (Dagenais –Desmarais & Savoie, 2011). Research indicates that not only is a good lifestyle positively associated with psychological well-being (Kawada, Otsuka, Inagaki, Wakayama et al. 2011), but also the quality of work life significantly influences an individual's non-working life (Rathi, 2009). Following the above facts, we can quickly deduce that teachers may experience some level of stress if the classroom structure is not convenient for teaching or is not even available. The presence of a staffroom significantly impacts the productivity and wellbeing of teachers in school. Research shows that the emotional quality of collegial relationships in the staffroom plays a crucial role in the professional and personal wellbeing of teachers.

Teacher well-being matters because it has a significant impact on teaching quality, student well-being, and academic development. Research suggests that if we are to create an environment where students can excel, we must priorities the wellbeing of teachers. Improved teacher wellbeing facilitates improved pupil wellbeing (Harding et al., 2019; Ramberg et al., 2019), while the negative impact of teachers' poor wellbeing seems to be greater for students who are already disadvantaged (Ramberg et al., 2019). Teachers face various challenges and high stress levels, which can lead to burnout and a breach of their occupational well-being. Prioritizing teacher well-being can help them effectively deal with these challenges and demands, resulting in stronger resilience and efficient job execution [3]. Teachers' well-being is also crucial for creating a positive classroom environment, fostering healthy teacher-student relationships, reducing stress, and promoting student learning and engagement [4]. Additionally, teacher well-being is linked to teaching effectiveness and the general atmosphere in the classroom [5]. Therefore, ensuring that teachers feel physically and mentally healthy is essential for guaranteeing teaching quality and improving job satisfaction. Attention must be given to longer-term strategies that place teacher well-being at the heart of teaching, rather than short-term fixes.

Statement of the Problem

For teaching to be effectively done such that teachers will feel comfortable, work for the interest of the institution and experience job satisfaction, avoid stress, and exhaustion, the work environment needs to be conducive (Agyapong et al., 2017). A Conducive work environment is expected to have adequate physical structures to serve for office and classroom space, such that teachers can comfortably teach, interact, relax before and after lesson in order to achieve goals of teaching. It has been noticed that teachers have lessons in crowded halls, have no office space in which they can prepare their lessons nor space to relax after lectures; such that teachers exhibit signs of discomfort, physical exhaustion as they go about negotiating for teaching space, struggle to get lesson through small/crowded rooms where students hang around without seats. This could be an overwhelming experience because it may be difficult for teachers to easily interact with the students and assess their level of understanding of the subject matter. This could weigh down on the teacher's person and may lead to emotional exhaustion, stress and may eventually affect the teacher's psychological wellbeing.

Objectives of the Study

Main Research Objective

To find out how work environment correlates affect the psychological wellbeing of Teachers of the Chattered University Institute of Cameroon-CUIC

Specific Research Objectives

- ✓ To investigate the relationship between the availability of classroom teaching space and the psychological wellbeing of teachers of the Chattered University Institute ff Cameroon-CUIC
- ✓ To examine the relationship between the availability of office space and the psychological wellbeing of teachers of the Chattered University Institute Oo Cameroon-CUIC

Research Questions

Main Research Question

What is the nature of the relationship between work environment and the psychological wellbeing of teachers in the Faculty of Education?

Specific Research Questions

- ✓ What is the nature of the relationship between the availability of classroom space and the psychological wellbeing of teachers of the Chattered University Institute of Cameroon-CUIC?
- ✓ What is the nature of the relationship between the availability of office space and the psychological wellbeing of teachers of the Chattered University Institute of Cameroon-CUIC?

Research Hypotheses

Main Research Hypothesis

Ho: There is no significant relationship between work environment and psychological well-being of teachers of the Chattered University Institute of Cameroon-CUIC

Ha: There is a significant relationship between work environment and psychological well-being of teachers of the Chattered University Institute of Cameroon-CUIC

Specific Hypotheses

Ho_1: There is no significant relationship between the availability of classroom teaching space and the psychological wellbeing of teachers of the Chattered University Institute of Cameroon-CUIC

Ha_1: There is a significant relationship between the availability of classroom teaching space and psychological well-being of teaching of the Chattered University Institute of Cameroon-CUIC

Ho_2 There is no significant a relationship between the availability of office space and the psychological wellbeing of teachers of the Chattered University Institute of Cameroon-CUIC

Ha_2: There is a significant relationship between the availability of office space and psychological wellbeing of teachers of the Chattered University Institute of Cameroon-CUIC

2.0 MATERIALS AND METHODS

The research used a quantitative-based cross-sectional design to analyze work environment on the psychological wellbeing of teachers. A Likert scale questionnaire was constructed and it comprised background information, such as gender, age, year of experience, and level of teaching, and 20 statement were used to elicit the responses. These 20 items were developed following the objectives of the study. The items of the factors associated with the availability of classroom teaching space and availability of office space of the work environment were quantified by a five-point Likert scale, where 1 indicated "Strongly disagree" and 5 indicated "Strongly agree". No item was required to be reverse coded.

The purposive sampling technique was used to select the 10 teachers from seven department in the faculty of education, to whom the questionnaires were administered. Descriptive and inferential statistics were used for data analysis. Descriptive statistics were used to answer the research questions while inferential statistics were used to test the hypotheses. After the collection of data from the field, it was re-organized, coded and analyzed using the SPSS (Statistical Package for Social Sciences) version 26 and Microsoft excel. Descriptive statistics used included frequencies and percentages presented using tables and charts. Concerning inferential statistics, the P-value for the Pearson Product Moment Correlation was used to test the hypotheses at the 0.05 level of significance.

3.0 FINDINGS

Research Question 1: What is the nature of the relationship between the availability classroom teaching space and the psychological wellbeing of the lecturers of the Chattered University Institute of Cameroon-CUIC?

In an attempt to answer research question one, data from items 1 to 8 of the workers' questionnaire were analyzed and presented in the form of frequencies and percentages as follows:

Table 1: Descriptive Statistics on Research Question 1

Item	Stretched				Collapsed	
	SA	**A**	**D**	**SD**	**SA/A**	**SD/D**
The CUIC is not provided sufficient classroom space for teaching	3(30%)	4(40%)	3(30)	0	7(70%)	3(30%)
I negotiate for teaching space with other colleagues	5(50%)	1(10%)	4(40%)	0%	6(60%)	4(40%)
I miss lectures because of clashes with different lecturers in same classroom.	5(50%)	2(20%)	3(30%)	0%	7(70%)	3(30%)
I am satisfied with the classroom space in my workplace.	3(30%)	1(10%)	4(40%)	2(2%)	4(40%)	6(60%)
My students hang around the classroom because of few seats.	6(60%)	1(10%)	2(20%)	1(10%)	7(70%)	3(30%)
Am not sure I will deliver lessons on time because of limited classroom space.	5(50%)	2(20%)	2(20%)	1(10%)	7(70%)	3(30%)
I see myself missing many classes because of classroom space	5(50%)	0%	4(40%)	1(10%)	5(50%)	5(50%)
My school endeavors to provide teaching space for all courses.	2(20%)	3(30%)	4(40%)	1(10%)	5(50%)	5(50%)
Multiple response set	**30(%)**	**10(%)**	**32(%)**	**8(%)**	**40(%)**	**40(%)**

Statistical evidence as seen on Table 1 shows that a majority of the respondents that is 7(70%) agreed that CUIC is not provided with sufficient classroom teaching space while only 3(30%) of them denied this fact. When the respondents were asked if they usually negotiate for teaching space with other colleagues, 6(60%) agreed while 4(40%) disagreed. On the other hand, 7(70%) of the respondents agreed that they miss classes due to clashes with other courses going on in the same hall/classroom while 3(30%) disagreed. 4(40%) of the respondents agreed that they satisfied with the classroom teaching space while 60% disagreed to this. Concerning the assertion that "students hang around because of few seats", 7(70%) agreed while 3(30%) disagreed. The trend was maintained with 7(70%) accepting that when preparing their lessons they are not sure to deliver on time because of classroom

limited space while 3(30%) denied. As to, "I see myself missing many classes because of classroom space", half of the respondents 5(50%) agreed while another half 5(50%) disagreed. The trends repeated with 5(50%) of the respondents agreeing that the school endeavors to provide classroom teaching space for all courses while another half disagreed.

Verification of Hypothesis One

Ho_1: There is no significant relationship between availability of classroom teaching space and psychological wellbeing of staff of the Chattered University Institute of Cameroon-CUIC

The Pearson Product Moment Correlation was used to verify the association between availability classroom teaching space and psychological wellbeing

Table 2: Correlation Between the Availability of Classroom Teaching Space and Psychological Wellbeing

		Psychological wellbeing	Availability of classroom teaching space
Psychological wellbeing	Pearson Correlation	1	.651
	Sig. (2-tailed)		.000
	N	10	10
Availability of classroom teaching space	Pearson Correlation	.651	1
	Sig. (2-tailed)	.000	
	N	10	10

The results revealed a statistically significant positive relationship ($r = 651$, df=8, p=0.000) between availability of classroom teaching space and psychological wellbeing. Cognizant of the fact that p-value (level of significance) of the hypothesis is less than 0.05; the null hypothesis is rejected and the alternative hypothesis which states that there is a significant relationship between the availability of classroom teaching space and the psychological wellbeing of staff is upheld. The correlation index ($r= 0.651$) is positive and strong. From the index we inferred that there is a strong and positive relationship between the availability of classroom teaching space and the psychological wellbeing of staff. This means that an increase in classroom teaching space will lead to an increase in the psychological wellbeing of staff.

Research question 2: What is the nature of the relationship between the availability of office space and the psychological wellbeing of teachers

In attempt to answer research question two, data from item 9 to 16 of the questionnaire were analyzed and presented as follows:

Table 3: Descriptive Statistics on Research Question 2

Item	Stretched				Collapsed	
	SA	A	D	SD	SA/A	SD/D
Lecturers do not have office space.	6(60%)	1(10%)	3(30%)	0%	7(70%)	3(30%)
Preparing lectures without office space is difficult	6(60%)	1(10%)	3(3%)	0%	7(70%)	3(30%)
I find it tedious handling students assessment records without an office space.	4(40%)	1(10%)	5(50%)	0%	5(50%)	5(50%)
I find it difficult storing teaching materials/aids without office space.	4(40%)	2(20%)	4(40%)	0%	6(60%)	4(40%)
When exhausted after classes, I have no office to have some relaxation.	6(60%)	2(20%)	1(10%)	1(10%)	8(80%)	2(20%)
I hang around the administrative block while waiting for the next class time.	7(70%)	2(20%)	1(10%)	0%	9(90%)	1(10%)
Its stressful supervising students works without an office space.	4(40%)	2(20%)	4(40%)	0%	6(60%)	4(40%)
Classrooms do not have office corners for the teacher	8(80%)	2(20%)	0%	0%	10(100%)	0%
Multiple response set	**45(55.6%)**	**13(16.3%)**	**21(26.5%)**	**1(1.3%)**	**58(72.5%)**	**22(27.5%)**

Table 3 shows that a majority of 7(70%) respondents agreed that lecturers do not have office space. while 3(30%) disagreed. Similarly, a majority of 7(70%) respondents agreed that preparing lectures without having an office space is difficult while 3(30%) disagreed. Half that is, 5(50%) of the respondents agreed that they find it tedious handling students assessment records without an office space while 5(50%) disagreed. A majority of 6(60%) agreed that they find it difficult storing teaching materials/aids without office space while 4(40%) disagreed. A wide majority of 8(80%) agreed When exhausted after classes, they have no office in which they could sit and have some relaxation while 2(20%) disagreed. Similarly, a wide majority of 9(90%) respondents agreed they hang around the

administrative block while waiting for the next class time while only 1(10%) disagreed. A total of 6(60%) agreed that it is stressful supervising students works without an office space while 4(40%) disagreed to this statement. All the 10 (100%) respondents agreed that Classrooms do not have "an office corner" for the teacher.

Verification of Hypothesis Two

Ho$_2$: There is no significant relationship between availability of office space and psychological wellbeing of staff.

Table 4: Correlation between Availability of Office Space and Psychological Wellbeing

		Psychological wellbeing	Availability of office space
Psychological wellbeing	Pearson Correlation	1	.725
	Sig. (2-tailed)		.000
	N	10	10
Availability of office space	Pearson Correlation	.725	1
	Sig. (2-tailed)	.000	
	N	10	10

The results revealed a statistically significant relationship (r = .725, df=8, p=0.000) between availability of office space and the psychological wellbeing of the staff. Cognizant of the fact that p-value (level of significance) of the hypothesis is less than 0.05; the null hypothesis is rejected and the alternative hypothesis which states that there is a significant relationship between availability of office space and the psychological wellbeing of staff is upheld. The correlation index (r= .725) is positive and strong. From the index we inferred that there is a positive and strong relationship between availability of office space and the psychological wellbeing of staff. This mean that availability of office space will lead to an increase in the psychological wellbeing of staff.

Discussion of Findings

Availability of classroom teaching space and Psychological Wellbeing of Staff of the Chattered University Institute of Cameroon-CUIC

Hypothesis 1 intended to examine whether there is a significant relationship between the availability of classroom space and psychological well-being of staff at the Faculty of Education. The findings presented, as seen on table 1 above for this hypothesis indicated there is a significant relationship between the availability of classroom space and psychological wellbeing of staff at the faculty of Education. As a result of this, the null hypothesis (Ho$_1$) was rejected and the alternative (Ha$_1$) was accepted, meaning there is a significant relationship between the availability of classroom space and the psychological well-being of staff at the faculty of Education. The results of this study are similar to those of Kim et al. (2018) who carried out a study on the impact of work conditions on employee psychological well-being.

Availability of Office Space and Psychological Wellbeing of Staff at the Faculty of Education

Hypothesis 2 intended to examine whether there is a significant relationship between the availability of office space and the psychological well-being of staff at Faculty of Education. The findings presented as seen on, table 2 for this hypothesis indicated there is a significant relationship between availability of office space and psychological wellbeing of staff at the faculty of Education. As a result of this, the null hypothesis (Ho2) was rejected and the alternative (Ha$_2$) was accepted, meaning there is a significant relationship between availability of office space and the psychological well-being of staff at the faculty of Education. The results of this study are similar to the work of Montes-Berges et al. (2015) who carried out a study on the relationship between teamwork and psychological well-being in a sample of workers from Europe and America.

4.0 CONCLUSIONS AND RECOMMENDATIONS

Educational work environment which includes the availability of classroom teaching space, and availability of office space have a significant impact on the psychological well-being of staff at the chattered University Institute of Cameroon-CUIC. The study found that the availability of classroom teaching space allows teachers to easily access, prepare lesson and teach without stress, assess as well as evaluate learners. They can easily interact with the learners to express their concerns, ideas, exchange information, feedback, clarify expectations, which leads to better mental, emotional and intellectual well-being.

Additionally, the provision of adequate office space contributes to effective lesson preparation relaxation after and before classes/lectures, achievements of set goals and boosts their self-esteem, motivation and workplace relationships leading to growth, increased productivity, and job satisfaction resulting in higher levels of psychological well-being. It was therefore recommended that the faculty should provide sufficient and adequate classrooms where lecturers could easily teach and evaluate their learners. They should always be provided with office space or a staff room in which could prepare for classes, relax after class and meet with students for the supervision of projects.

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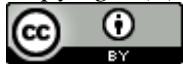
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