



## THE IMPACT OF EMOTIONAL INTELLIGENCE AND SELF-ESTEEM ON THE PSYCHOLOGICAL WELL-BEING OF WORKERS IN IBADAN, NIGERIA

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### Abstract

This study investigated the impact of self-esteem and emotional intelligence on psychological well-being among the workers at the University of Ibadan, Oyo State. The study adopted a correlation survey research design. Three hypotheses were used at  $P < 0.05$  of the alpha level of significance. The population was 5339 staff selected from 17 faculties of the University. Multistage sampling was adopted to select randomly 5 faculties out of the 17 faculties. Simple random sampling was used to select 50 respondents from each of the 5 faculties, which gave a total of 250 workers for the study. The instruments used were the Ryff Psychological Well-being Scale (RPS), a 44-item scale with a response format of 1 (Strongly agree) to 7 (Strongly disagree) and Emotional Intelligence Scale (EIS), a 20-item scale with a response format of 5 (Strongly agree) down to 1 (Strongly Disagree). 250 questionnaires were administered but only 217 were returned and were used for the analysis. 217 out of 250 showed that 86.8% of the workers

participated in the investigation. Data collected was analyzed using Pearson Product Moment Correlation and Multiple Regression Analysis. The result revealed a significant relationship impact between self-esteem and psychological well-being ( $P = 0.002$ ); no significant relationship impact between emotional intelligence and psychological well-being ( $P = 0.802$ ) and also discovered the joint impact of emotional intelligence and self-esteem on psychological well-being ( $0.001$ ) among workers in University of Ibadan. Based on the findings, it was concluded that self-esteem and emotional intelligence impacted on psychological well-being of the workers in the University. On this point, it was recommended that a Counselling psychologist should be employed specifically for counselling-based work; that facilities and activities that would boost the self-esteem and emotional intelligence of the workers should be fostered by the university and the government, to enable Counselling psychologist to drill workers to enhance their psychological well-being.

**Keywords:** Self-esteem, Emotional intelligence, Psychological well-being, Ibadan, and Workers

## Introduction

The essential requirement for a person's development of psychological balance is childhood relationship or social skill basic education through parental positive bond. Another is school-home social-emotional training. No individual can have a balanced psychological well-being without quality social and emotional skills. Psychological well-being skills help individuals develop essential life skills that will contribute to the person's overall life success and well-being. Human beings are social beings and relational; outside this, there is no self-completion and understanding of self for the understanding of others for more productive work. Many studies in general have stated that personality is how one behaves, thinks and feels. Here, it is emphasized that personality is the totality of all that an individual is and what he is acting out consciously and unconsciously. Put in another way by Sidney (1967), personality is the constitutional, mental, social, and emotional characteristics that give personal identity to individuals. This indicates that having self-esteem, the type and building up of emotional intelligence depends on the personality and the kind of personality of that person.

Family, the basic unit of the society where every individual is first reared, is being

affected by rapid sociological changes emanating from civilization, technology, innovations, urbanization and globalization. It indicates that the individual potentialities for growth and development are derived from the home he is born; showing that parental care is the most that determines the personality of the children and how they relate in/with their environment. When some parents and guardians due to excessively busy, nonchalant or strict attitudes fail to provide a good background for building good emotions and assertive behaviour, the child grows up deficient in self-esteem, emotional intelligence and psychological well-being. This impacts low self-esteem on most university workers. When a worker feels important, included, accepted and respected, where he feels treated with kindness and courtesy, feels connected to others, valued, useful and appreciated, it increases the overall mental health and well-being. This implies that love and kindness are important mediations for our mental health and well-being (Naida, 2021); because where love and kindness are given, positive growth interplays. It indicates that the individual potentialities for growth and development is derived from the home he is born; showing that parental care is the most that determines the personality of the children and how they relate in/with their environment.

Self-esteem is the kind of emotional belief a person is guided and directed into, while at the early stage of life. It is an emotional capacity that is cultivated during parental intercourse with the newborn child who is growing into adulthood in the world of social. Danlami (2020) studies found that family unit is greatly involved in the processes of training children to develop acceptable behaviours and characters. That means, it is the prime responsibility of the parents to socialize their children in order to conform to societal standards and be able to function successfully in the community (Busari, 2020). Therefore, when a child's home stimulation to social interest is lacking or is minimal, the child suffers a lack in social interaction (Ogazi, 2023). That is low self-esteem. In same vain Okafor and Ugwuegbulam (2000) reported that children from such families are more likely to be hostile, angry feelings and to be resentful to authority in any form – whether home, civil, intellectual and occupational authorities. That shows the kind of environment, interaction and strength of freedom of expression a child gets from the parents especially, the mother; or the degree of strength of freedom of expression that is inculcated into a growing child, determines the child's self-esteem- low or high.

Previous study emphasized that, it is mainly through efforts and abilities of parents that children are socialized to become productive citizens (Adekeyi, 2002). Worthy of note, is that intimidating environments, with ineffective or negative interactions, hinder positive/high self-esteem in a growing child, who turns up being a grown adult with low self-esteem. This is in line with the study of Steve (2009) which stressed that, dysfunctional family lacks a sustainable environment which promotes emotional and physical health as well as psychological well-being of the family members. For instance, an orphan, who turns up to be a house-help in a

discriminative/segregative household or compound, will definitely be timid/unassertive, and that is low self-esteem. This person moves on, in a social world, interacting with the environments but not of an acceptable standard; therefore this prevents him from pursuing his life goal if at all, any; in another way round, pursuing his life goal with minimal effort, yielding little in the world of labour. It implies that when parents apply their resources and skills effectively and joyfully in raising their children, the entire society benefits; it brings joy and pride to the nation and encourages development and peaceful co-existence; the children themselves feel good and bring happiness to their parents and the whole community (Williams-Oladpo, 2020).

Self-esteem is the high or low belief a person places on self as it pertains to his potentialities which pushes him to act and relate confidently or timidly with his environment. This explains that self-esteem is the level of someone's worth. Research by Ngwoke and Obikwelu(2010) stated that self-esteem is the value one plays on oneself as it relates to the level of relationships and accomplishments. The author asserts further that it is the image that people form about themselves. In other words, self-esteem is the process of having a positive mindset and being realistic in responding to difficult issues in life. The kind of self-esteem someone puts up has the potential of either making or marring such persons in their personal or professional ways of life (Aiger, 2011). High or low self-esteem have the potential to determine the extent of growth of such persons. It is crucial to note that low self-esteem has the possibility of making people have a low level of achievement propensity for depression and being able to have demonstrable abnormal or dysfunctional behaviour (Ngwoke and Obikwelu, 2010).

Self-esteem implies the development of attitude, competence and mental health. It is pertinent to note that workers with positive self-esteem have higher work achievements. Also, low self-esteem has a serious negative impact on workers' emotional, social, physical, vocational and competent attitudes. Intra and interpersonal relationships, including socio-cultural and socio-economic status determinants of the workers can impact their self-esteem. People with low self-esteem put up some features as children ranging from being aloof, wanting to be alone and living a scheduled lifestyle. They suffer a relative lifestyle of mood swings and other plausible features related to maladjusted behaviours. They also lack confidence in themselves and demonstrate a high level of illogical thinking (Aiger, 2011).

Emotional intelligence is seen as a type of attitude that includes the ability to observe one's feelings and that of others, to distinguish among them and to use this information to monitor one's feelings and thinking (Ramazan, Gujjar & Ahmad, 2011). Individuals with emotional intelligence however small are an organizational desire to work for and with. A worker, who is emotionally intelligent, understands and manages emotions of his and that of others. It implies that a person understanding his emotions and that of others improves his social competence, and skills for communication and conflict resolution whenever. This is proven by previous research which noted that emotional intelligence skills allow people to lessen negative stress in their lives, form healthy relationships, communicate efficiently and develop emotional health. That means, having the capacity to understand the way other person feels and react, and using this skill to deduce good judgments in issues of relationships, paving the way to avoid

problems and solve problems, and having emotional intelligence. Research by Salami (2010) indicated that emotional intelligence is also defined as the process of intelligently using emotions; one deliberately makes one's emotions work for one by using them to help guide one's behaviour and thinking in ways that enhance one's result.

A worker, who has emotional intelligence, displays acts of psychological well-being. This psychological balance, makes him to be in harmony with the self and with others as well as with the world around him (Ogazi et al, 2024). So, such a worker is mentally healthy. This is proven by previous research which stated that a mentally healthy person shows both emotional stability and maturity of character and a larger capacity for frustration tolerance which gives the strength to withstand the strain and stress inherent in living in his society without physical or psychological disequilibrium (Onyeremereke, 2003). Aligning with this, emotional intelligence affirmed by Salami and Taiwo (2018) is the capacity to be aware of, control and express one's emotions and to handle interpersonal relationships judiciously and empathetically. Emotional intelligence postulated by Mayer, Salovey and Caruso (2004) cited by Ogazi et al (2024), is explained to refer to the ability to acknowledge, understand and regulate one's own and other people's emotions, distinguish among them and use this information to guide one's thoughts and actions.

Consequently, emotional intelligence affects every aspect of workers' working life. Lack of emotional intelligence may yield too many problems, pressures and excuses encountered in the field of work as appears to be the case today. It means that lack of or low emotional intelligence is capable of making or marring workers' work processes. Research by (Goleman, 2013) suggests that individuals

with higher emotional intelligence tend to employ healthier copying mechanisms leading to better psychological well-being. Additionally, studies by Hanior, Akuto and Igbo (2023) have found that individuals with higher emotional intelligence are more likely to prioritize their health and appearance, maintain positive relationships and value personal belongings that remind them of loved ones. For one to achieve emotional integration in a workplace, and be creative and productive, one has to have a sense of directedness and intentionally, be adaptive to the changing human environment. This is why Mayer and Salovey (2013), the founders of emotional intelligence penned emotional intelligence as a form of intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. In view of this, it means that emotional intelligence has a significant impact on an individual's life daily.

Further speaking, emotional intelligence is a feeling developed through self-study, self-discovery, self-determination, self-adjustment, self-control and self lessons with much many interactions with the environments (biological, physical, mental, psychological, social and spiritual) over time; which gives the enablement to understand self and others (to some extent) and use such knowledge to relate effectively. So emotional intelligence can be taken to be the compiled lessons one learnt from life experiences; that have impacted into him the possession of positive perception about things around him generally. This entails that, both a person of low and high self-esteem needs emotional intelligence and that, the combination of both, paves the way for the psychological well-being of the individual.

Psychological well-being is a state of being happy and a state of being in an emotional

level that balances mental functioning resulting in physical and social productivity. According to Bar-On (2005), psychological well-being is being satisfied with the kind of relationship that one keeps with the people, one's job and one's financial standing. This implies that for a worker to enjoy psychological well-being, to fulfill some basic requirements his performance of duties needs, there must be some reasonable level of stable interpersonal relationships with other workers he needs to meet without delay. An individual's psychological well-being is attained by achieving a state of balance affected by both challenging and rewarding life events (Dodge, Dalt, Huyyton, and Sanders, 2012). On this, past research underscored that genuine happiness is not something one aims at, but is a by-product of a life well planned and lived (Devaney, 2019). This implies that emotional intelligence is pertinent in the world of work. Based on this, one will desire to understand actually what psychological well-being stands for.

Psychological well-being as defined by Ngohi, Bitrus, and Mal (2022) is a state of satisfaction derived from strong interpersonal relationships, fulfilling careers and financial stability. Ogo, Amali and James (2022) further emphasize that Psychological well-being encompasses both intra- and inter-individual positive functioning, including relatedness with others and self referent attitudes like mastery and personal growth. Degrading environment, unfulfilling obligations and conflict can negatively impact individual psychological well-being (Ogo, Amali and James, 2022). Conversely, research by Amy (2019) indicates that individuals with higher psychological well-being tend to live healthier, longer lives and experience a better quality of life.

Psychological well-being is the amalgamation of being happy, being satisfied

with life and being depressed (Salami, 2010). Based on Salami, psychological well-being is both positive and negative. It is positive when the worker involved is happy and satisfied with life and what it offers. In further saying, Compton (2005), Khramtsova, Sarrino, Gordeeva & Williams (2007) postulated that psychological well-being is a state of being happy; that is being at an emotional level where one is satisfied with life when it is measured in the generic level. Psychological well-being is likely to go down when the worker's emotion is moody, depressed and sad with what life presents to him. There is no proof that those workers who have poor psychological well-being will perform below average and this is predicted by their low socio-economic status and low motivation. Workers from poor backgrounds working in a university with no facilities and instruments to work with may have their psychological well-being affected as well have their level of job performance and productivity. If compared with their counterparts overseas who have necessary support, and socio-economic status with optimum psychological well-being, a higher percentage of these workers may likely perform below average. This means that the environment where people work influences their psychological well-being. The indication is that people's work in the universities is predicted by their socio-economic status which ultimately determines their psychological well-being.

The impact of poor psychological well-being among the University workers and other areas of life is monumental. Essentially, there is increasing poor job performance as a result of an imbalance in the emotional milieu of the workers. This study in no doubt explores the grey areas of causing poor psychological well-being and how they can be used to optimize the psychological wellness of the workers. Therefore for university workers to be adjudged to have good psychological well-being it becomes salient that the university

should demonstrate a level of proficiency in the performance of duties on workers found to have high productivity. This is because their capacity will be functioning optimally and they tend to be healthy and thus are not limited by any circumstance whatsoever. However whenever workers perform below standard despite the facilities in the institution that enhances productivity, then those workers may be suffering from poor psychological well-being. Bad psychological well-being gives mental ill health. Mental ill health/illness affects the mind, and consequently, influences the behaviour of the subject (Ogazi et al, 2024). It is on this ground that the study tends to examine the impact of self-esteem and emotional intelligence on the psychological well-being of the workers in the University of Ibadan.

### **Statement of the Problem**

University workers generally face psychological challenges all over the world needing adjustment from year to year. Different psychological and social factors may impinge on the psychological well-being of these workers if not well taken into consideration. Failure to recognize and satisfy emotional needs leads to poor psychological well-being which may jeopardize the future as well as open channels for absenteeism or excuses. Satisfying it enables one to achieve a sense of balance. Poor psychological well-being of the workers is a great concern to counselling psychologists. When the Psychological well-being of the individual is affected negatively, there is likely to be a loss in self-acceptance, personal growth, positive relationships, autonomy and environmental mastery, affecting his level of functionality. Therefore, the low level of psychological well-being of the workers in the university is a cause for concern and all hands ought to be on deck towards addressing this issue.

The low level of psychological well-being among most university workers is so grave that urgent steps need to be taken to salvage job productivity in universities. This problem has adversely affected the performance of these workers in their duties. The question one may ask is, can self-esteem and emotional intelligence impact the psychological well-being of university workers positively or negatively? Secondly, do these two variables determine the psychological well-being of university workers?

### **Objective of the Study**

1. To ascertain if self-esteem has any significant relationship with the psychological well-being of workers in the university in Ibadan, Ibadan, Oyo State
2. To determine if emotional intelligence has a significant relationship with the psychological well-being of workers in the university in Ibadan, Ibadan, Oyo State
3. To determine the extent to which self-esteem and emotional intelligence predict the psychological well-being of workers at the University of Ibadan, Oyo State.

### **Hypotheses**

1. There is no significant relationship between self-esteem and the psychological well-being of workers at the University of Ibadan, Oyo State.
2. There is no significant relationship between emotional intelligence and the psychological well-being of workers at the University of Ibadan, Oyo State.
3. There is no significant composite effect of self-esteem and emotional intelligence on the psychological well-being of workers at the University of Ibadan, Oyo State.

### **Significance of the study**

The study on the impact of self-esteem and emotional intelligence on psychological well-being of workers in the university in Ibadan, Ibadan, Oyo State, has several benefits. It can help individuals better regulate their emotions and improve their mental health leading to more responsible decision making and positive relationships. In addition, it can enhance work performance, foster better social skills and reduce behavioural problems and emotional.

### **Literature Review**

This study is anchored on Carol Ryff's theory on psychological well-being. According to Ryff's (1989) model of psychological well-being, to ensure a full-grown person, there is a need to attain a level of satisfaction with self and significant others one has a relationship with. In support, Conway and Macleod (2002) stressed that this was the best way of ensuring accurate measurement of positive mental health known as positive psychological well-being.

### **Psychological well-being and Self-esteem**

Self-esteem is very crucial to the worker as it helps in the development of their psychological well-being. Research has found that self-esteem has a strong correlation with life satisfaction which ultimately promotes high psychological well-being (Diener & Diener, 2012; Oishi et al 2014 Hongfei, Ronnel & Peilian, 2017). Collaborating, Ogunleye and Oke (2012) also found that low self-esteem is synonymous with poor psychological well-being which ultimately accounts for the increase in unprotected sexual intercourse; while high self-esteem was seen as the same as good psychological well-being and it was reported in the study to have a high positive relationship with a reduction in sexual risk behaviour. The implication is that low self-

esteem accounts for poor psychological well-being and high self-esteem accounts for good psychological well-being of the workers. Josephat, Herbert, Manyike, IKechukwu, Odetunde & Awoere (2015) noted that females had lower self-esteem than their male counterparts. This shows that more females are more susceptible to low self-esteem than males and further, the level of psychological well-being of female adolescents in universities will be poor as to their male counterparts. This is notable in their output especially the result of their studies in university and the degree of their responsiveness to life situations. The effect of low self-esteem on the university workers is very negative. This makes a university worker see himself as being highly inadequate, unqualified, unsuitable and unable to carry out a task.

### **Psychological well-being and Emotional intelligence**

Many studies laid credence to the impact of emotional intelligence on psychological well-being. On this, Adeniyi and Onadiji's (2016) study identified that emotional intelligence had a significant influence on psychological well-being. They further found that gender had a significant influence on psychological well-being among the workers studied. Safavi, Mousavi and Lotfi (2008) reported that there was a significant correlation between emotional intelligence and socio-emotional adjustment. Emotional intelligence is a predictor of life situation, health, psychological well-being, positive interactions with peers and family, and higher parental warmth. According to Adeyemo and Adeyele (2008), their study discovered that emotional intelligence significantly contributed to the prediction of psychological well-being of people in Ogbomosho, Nigeria. The study is in line with the study of Bar-On (1988) which stressed that effective emotional intelligence and social functioning

lead to a high sense of psychological well-being in all spheres of life. The implication of this to the workers is that a logical amount of psychological well-being is needed to be an active individual worker who relates well with others.

### **Methodology**

The study employed correlation survey research design as a result of the nature of the study which involved the test of relationship. The independent variables are self-esteem and emotional intelligence while the dependent variable is psychological well-being. The population of the study was 5339, comprising all the workers in the University of Ibadan, Ibadan, Oyo State. The university has 17 faculties which are made up of both teaching and non-teaching working staff. Multistage sampling procedure was adopted in the selection of 250 participants for the study. Out of 17 faculties in the university, 5 faculties were randomly selected for the study. Simple random sampling technique was used to select 50 participants from each of the 5 faculties, making up 250 worker participants. The study utilized questionnaire, especially the Ryff Psychological well-being Scale and Emotional Intelligence Scale.

### **Ryff Psychological Well-being Scale (RPS)**

The original scale, developed by Carol Ryff in 1989, consisted of 44-items measured on a 7-point likert scale with response options ranging from 1 (strongly agree) to 7 (strongly disagree). Sample items included statement like "I am not afraid to voice my opinion, even when they are in opposition to the opinions of most people," and "I am not interested in activities that will expand my horizons. For the study, the scale was adopted to include only 17 out of the original 44 items excluding those deemed necessary. The initial reliability coefficient was 0.70. A pilot test involving 20 respondents were conducted to revalidate the scale and the reliability



coefficient as measured by Cronbach's Alpha increased to 0.85, indicating strong reliability.

### Emotional Intelligence Scale (EIS)

This scale used for the study was developed by Schutte, Marlouf, Hall, Harggerty, Cooper, Golden and Dohheim in 1998. The scale assesses emotional intelligence based on the self-report responses to items tapping the appraisal and expression of emotions, regulations of emotions in respondent's self and others as well as utilization of emotions to solve problems. It was designed to help people label their feelings rather than labelling others and situations. The scale further helps in analyzing people's feelings rather than the actions or motives of others. The scale contains 20 items, having a Likert response pattern of 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree and 1 = strongly disagree. The scale samples are: I often find it difficult to see things from another person's viewpoint; I find it difficult to regulate my emotions.

### Procedure for Data Collection

The researcher with the help of a research assistant from each of the faculty selected was able to administer the questionnaire to the workers. Simple random sampling method was adopted for the data collection. 50 workers comprising both teaching and non-teaching staff were randomly selected from each faculty of the study without bias. The questionnaires were returned after filing them. Out of 250 questionnaires administered, only 217 copies were retrieved from the workers, and 33 missing. This showed that 86.8% of the workers participated in the investigation. The researchers then used 217 for analysis.

### Method of Data Analysis

The data collected were analyzed with Pearson Product Moment Correlation and Multiple Regression from Statistical Package for Social Sciences (SPSS) version 23.

### Results

**Hypothesis one:** There is no significant relationship between self-esteem and psychological well-being of workers at the University of Ibadan

**Table 1: Analysis showing the relationship between self-esteem and psychological well-being of workers at University of Ibadan**

Items	N	X	SD	R	P value	Remark
Self-esteem	217	28.8641	5.82015	0.218	0.002	S
Psychological well-being		88.1604	12.19821			

Table 1 shows that there is a significant relationship between self-esteem and the psychological well-being of workers in University of Ibadan. ( $r = 0.002$ ,  $N = 0.218$ ,  $p < 0.05$ ). The null hypothesis is rejected. This implies that the self-esteem of the workers at the University of Ibadan has a positive significant impact on their psychological well-being.

**Hypothesis two:** There is no significant relationship between emotional intelligence and psychological well-being of workers at the University of Ibadan

**Table 2: Analysis showing the relationship between emotional intelligence and psychological well-being of workers at the University of Ibadan**

Items	N	Mean	Std. dev	R	P value	Remark
Emotional intelligence	217	44.9171	9.19441	0.018	0.082	NS
Psychological well-being		88.1604	12.79821			

Table two shows that there is no significant relationship between emotional intelligence and the psychological well-being of workers at the University of Ibadan. ( $r = 0.018$ ,  $N = 217$ ,  $p = 0.05$ ). The alternative hypothesis is rejected while the null hypothesis is accepted. This means that, although a positive relationship exists between emotional intelligence and the psychological well-being of workers, the relationship remains not significant.

**Hypothesis three:** There is no significant composite impact of self-esteem and emotional intelligence on the psychological well-being of the workers at the University of Ibadan.

**Table 3:** Regression analysis showing the composite impact of self-esteem and emotional intelligence on the psychological well-being of the workers at the University of Ibadan

Model	Sum of square	Df	Mean square	Std. error of est.	R	R square	Adjusted R square	F	Sig
Regression	1852.772	2	926.386	12.515	0.252	0.064	0.055	7.267	0.001
residual	27281.735	214	127.485						
Total	29134.507	216							

Table 3 shows the of composite impacts self-esteem and emotional intelligence on the psychological well-being of the workers at the University of Ibadan. In the table, the coefficient of multiple correlation was identified to be  $R = 0.252$ ,  $R^2 = 0.064$  and Adjusted  $R^2 = 0.055$ . The coefficient of determination indicates that the psychosocial factors, self-esteem and emotional intelligence) accounted for 64% of the variation in the psychological well-being of the workers with a standard error estimate of 12.515. Also from the table above, the overall regression model was found significant with ( $F_{2, 214} = 7.267$ ,  $p = 0.001$ ,  $p < 0.05$ ). The p-value is less than the alpha value (0.05). This simply means that the composite impact of the psychosocial factors (self-esteem and emotional intelligence) on psychological well-being is significant.

## Discussion

The finding of the study revealed that there was a positive significant relationship between self-esteem and psychological well-being of the workers at the University of Ibadan. This was corroborated by Diener and Diener, 1999; Oishi et al, 1999 and Kwan et al, 1997 who believed that self-esteem had a high positive correlation with psychological well-being. In the same vein, Ogunleye and Oke (2012) found that low self-esteem would cause poor psychological well-being and those with high self-esteem would have good psychological well-being. This implies that the level of self-esteem that is maintained by each worker will determine his psychological well-being. It is important therefore to note that self-esteem has both positive and negative impacts on the psychological well-being of university workers.

From hypothesis two, the result identified that there is a positive relationship between emotional intelligence and psychological well-being of the workers at the University of Ibadan but not significant. In the research conducted by Adeniyi and Onadiji (2016), the converse applies. Based on their work, they were of the view that emotional intelligence has a high significant correlation with psychological well-being. The indication is that emotional intelligence would promote the psychological well-being of the workers but not in high proportion. This study has shown that emotional intelligence has a low positive correlation with the psychological well-being of workers. The indication is that though the relationship that exists between emotional intelligence and psychological well-being is not significant some amount of positive relationship still exists. This further shows that emotional intelligence is a requisite factor for maintaining good psychological well-being or positive mental health.

Hypothesis three identified that there is a significant composite impact of self-esteem

and emotional intelligence on the psychological well-being of workers at the University of Ibadan. This finding was corroborated by Kwan et al (1997). In his study, he found out that these two key variables made significant contributions to the psychological well-being of the workers in the organization. This entails that, the increased level of emotional intelligence and self-esteem of the workers in the University goes a long way in enhancing the workers' psychological being. These with no doubt, will as well, ultimately boost their job performance.

### **Implication for Counselling**

Low self-esteem and lack of emotional intelligence are issues of psychological impairment that make individuals (workers) less effective in matters of interrelationships as pertain to psychological well-being and work productivity. For personal improvement leading to efficiency at work; since counselling psychology is a systematic helping service that drills a need person to explore and understand himself, his environment and the facing challenge(s), and therein, gain the skills and ability to proffer solution to the challenging situation, therefore, workers improvement and efficiency become the areas to which both the government, the organization and the Counsellors need to pay attention to and demonstrate basic proficiency in rendering psychological therapy like group interactive strategies, assessment strategies, systematic cognitive structuring activities, and assertive training strategies (may be through seminars, workshops, as well as symposium for free talk to discussing the challenges) to the workers. These measures overcome the challenges, modify the behaviours and aid recovery.

### **Conclusion**

It was revealed that self-esteem and emotional intelligence impacted the psychological well-being of the workers. The

study concluded that self-esteem and emotional intelligence are crucial factors in determining and as well, are major determinants of the psychological well-being of the University workers and as such, should be more enhanced to foster performance among the University workers in Ibadan, Oyo State.

### **Recommendations**

The paper based on the findings recommends that the:

1. There is a need for adequate counselling regularly by trained Counselling psychologists for workers in the university on self-esteem and emotional intelligence since they have an impact on psychological-being
2. Adequate attention should be given by the government and university management to the university workers irrespective of their age, rank, and sex since they also have a significant influence on the psychological well-being of the workers.
3. The facility that would enhance the self-esteem of the workers in the University should be provided to increase their level of job performance.
4. There is a need for proper monitoring of the workers by the University management and other significant stakeholders to ensure that

engagement in activities that would optimize their mental health and psychological well-being is done judiciously, thereby dissociating them from friends that would pollute them through drug addiction and other nefarious acts.

5. There is a need for the introduction of programmes that would enhance the workers' emotional intelligence; programmes such as sports and games, recreation activities and other activities that could reduce the tension of the workers should be introduced from time to time.
6. There should be a workshop to expose the workers to awareness of the magnitude of applying high self-esteem and positive emotional intelligence in the workplace. And therefore use willpower to enhance their self-esteem and emotional intelligence.
7. There should be an introduction of Self-management strategies to the workers which will help them to maintain self-motivation at work and thereby strive to achieve their personal goals for employment. This will be more lasting than any self-control measure given by outsiders

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