

Conditions of work and Teachers' psychological well-being: Moderating role of psychological Contract violations in Lagos Mainland, Nigeria

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Abstract

The study examined the influence of condition of work on physiological well-being with the moderating role of feelings of psychological contract violations among public and private school teachers. A total of three hundred and sixty-four (364) full-time teachers from public and private schools operating in three senatorial zones of Lagos, comprises of 184 private schools and 180 public schools' teachers (Mean age = 32.6, age range = 23 to 51) and 171 males to 193 females participated in the study. The study was anchored on Homans' 'Social exchange theory' (1974), that social behaviour is an exchange of material and non-material goods, such as time, money, effort, approval, prestige, and power. It was hypothesized that there will be a significant positive correlation between Condition of work variables and Teachers Psychological well-being (i.e., psycho-physiological outcomes). The results showed that condition of work effectiveness variables correlated positively with teacher's psychological well-being (i.e., Psychological well-being). Results also established that teacher's psychological well-being were poor when condition of work was mediated by feelings of psychological contract violations. Results revealed clearly that psychological wellbeing was very poor for the private school teachers, compared to their public-school counterparts, despite the seeming reported better condition of work. The findings provide insights and contribute to the literature of teachers' psychological well-being determinants in public and private schools. Findings were discussed in the light of extant literatures.

Keywords: Work Condition, Psychological well-being, Psychological Contract, Social Exchange

Introduction

The teaching profession is a highly demanding and stressful occupation, with teachers facing numerous challenges that can affect their psychological well-being (Ibrahim, Zalam, Foster & Afrzal, 2021; Agyapong, Obuobi-Donkor, Burbach, & Wei, 2022). Teaching is a profession that involves challenges to emotional health. Teachers experience high levels of work-related stress, which causes symptoms such as anxiety, depression and burnout. Teachers' mental health affects not only their own well-being, but also the quality of education and student achievement (Hascher & Waber, 2021; Emeljanova, Sabaliaukyte, Meziene & Istomina, 2023). Teachers work long hours, including evenings and weekends, to prepare lessons, grade assignments, and attend meetings (Berlanda, Fraizzoli, De-Cordova, Pedrazza, 2019). Ibrahim, Zalam, Foster & Afrzal (2021) investigated the determinants of psychological well-being (depression, anxiety and stress) from the psychosocial work environment (job control, job demands and social support), and examined the moderating role of job control and social support in the relationship between job demands and psychological well-being among teachers. Hence, the conditions of work effectiveness will definitely have profound implications for physical and psychological well-being. Well-being (i.e., psycho-physiological outcomes) is determined by several interacting social, psychological, and biological factors as well as general levels of health and illness (Klapp, Klapp & Gustafsson, 2023). Indeed, 'well-being' is part of the concept of health and is related to physical, mental, and social health. The World Health Organization (WHO) notes that well-being is "...not

merely the absence of disease or infirmity" and that mental health is "...a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" (WHO, 1998; 2014). Well-being encompasses cognitive and affective as well as physical and mental components, and dispositional, personal, organizational, and environmental factors (Benevene, De Stasio, & Fiorilli, 2020).

Teachers "headaches" doubles when instructional materials and resources are grossly insufficient (i.e., including textbooks, technology, and support staff) can hinder teachers' ability to provide effective instruction. Public schools in Nigeria face numerous challenges that borders on poor conditions of work including overcrowded classrooms, inadequate instructional materials, and insufficient funding among others. These conditions inadvertently hinder effecting service delivery (i.e., effective teaching and learning), making it difficult for the teachers to provide individual attention to students (Akinbode, 2009; Gilbert, Giesler & Morris, 1995). In contrast, private schools are perceived by many to have better facilities, smaller class sizes, and more resources, creating a more conducive learning environment. Sadly, and most unfortunately, it appears that the much taunted private sector conditions of work are probably overrated given the emerging reported cases of dehumanizing conditions of work and mental health of

teachers in many of these private sector schools in recent times.

Nevertheless, whether private or public school, poor school environment coupled with unsupportive school administrators, inadequate facilities, and safety concerns can contribute to the development of a negative work environment (Berlanda, Fraizzoli, De Cordova, Pedrazza 2019; Agyapong, Obuobi-Donkor, Burbuck, & Wei, 2022). Indeed, in recent times, the plight of the teachers has gained much traction in public discuss, particularly concerning inadequate recognition, poor reward structure, unfriendly conditions of service, etc (Akinbode, 2025). When there is inadequate recognition or reward and unfair treatment, teachers generally are at liberty to feel undervalued or unappreciated, leading to feelings of frustration and demotivation (Forgeard, Jayawickreme, Kern & Seligman, 2011; Akinbode, 2017; 2018; Akinbode, 2025). Agyapong et al, (2022) in a similar study asserted that worldwide, psychological well-being (i.e., stress and burnout) continue to be a problem among teachers, leading to anxiety and depression (Keenan, Newton, 1985; Biron, Brun & Ivers, 2008; Agyapong, Wei, Da Lux Dias, Agyapong, 2022).

Many studies have focused on students rather than on the health and well-being of teachers (Ibrahim, Zalam, Foster, & Afrzal, 2021). Private school teachers are suffering from tales of untold hardships contrary to the believe that their conditions of work are better than that of public-school counterparts (Collie, Shapka, Perry & Martin, 2015; Baumeister, Campbell, Krueger & Vohs, 2003; Sohail, Baghdady, Choi, Huynh, Whetten & Proeschold-Bell, 2023). Many are leaving with potentially damaging physical, emotional and psychological injuries sustained as a result of unethical industrial relations practices (e.g., psychological contract breaches) with severe consequences leading to decreased productivity, job satisfaction, and overall psychological well-being (Biron, Brun, & Ivers, 2008; Agyapong et al, 2022). Private school teachers are much more prone to physical and mental exhaustion and chronic stress, which can 'precipitate' anxiety, depression, and cardiovascular disease due life stress, emotional exhaustion, emotional labour and acute negative affect. Ozoemena, Agbaje, Ogundu, Ononuju, Umoke & Iweama, 2021; Akinbode 2025). Distress is also associated with worthlessness, hopelessness, helplessness (Kyriacou, 2001; Kessler, Andrews, Colpe, Hiripi, Mroczek, & Normand, 2002), and burnout (Naring, Vlerick, & Van deVen, 2011; Chen, Wang, Lai, & Ye, 2022; Jelinska & Paradowski, 2021; Sohail, et al., 2023).

While previous studies have explored many aspects of teachers well-being such as personal characteristics, attributes, job enlargement, workload, students' classroom behaviour and teachers and students' performance, etc. (Gilbert, Giesler & Morris, 1995; Collie, et al., 2015; Sohail, et al., 2023, etc.), condition of teachers works and their psychological well-being moderated by feeling of psychological contract violation remain unexplored. Thus, this study examined the relationship between teachers' condition of work and psychological well-being (i.e., psycho-physiological wellbeing: physical health, psychological and

mental health conditions of these teachers). Therefore, the study set out to fill the knowledge gap in our understanding of the dynamics of declining school outcomes in Nigeria.

Objectives of The Study

The study set out to achieve the following objectives:

- 1) To investigate the relationships between conditions of work effectiveness teacher's psycho-physiological outcomes (i.e., psychological well-being)
- 2) To establish the role of psychological contract violation in mediating the link between condition of work effectiveness and teachers' psycho-physiological outcomes (i.e., psychological well-being)
- 3) To examine the psycho-physiological consequences of condition of work on private and public schools' teachers.

Theoretical Framework

The theoretical underpinning of the concept of psychological contract is traceable to two sources. The first source came from Schein (1965; 1980), who defines a psychological contract as a set of unwritten expectations present at each moment between each member of the organization and others in the organization. According to Schein (1980), psychological contract has two levels: individual and organisational. Schein states that although the psychological contract is unwritten, it is an important determinant of behaviour in organization. On the other hand, Herriot and Pemberton's (1995) view on the psychological contract is that it is the perception of both parties (employer and employee) of their relationship and the things they offer each other in this relationship. Now, these two approaches are undoubtedly founded upon the precept that the psychological contract is essentially an exchange relationship between two parties: employer and employee (Homans' 'Social exchange theory of elementary social forms (e.g., Homans, 1947; 1950; 1974; 1983). Although several authors do not state this explicitly, this notion is derived from models of social psychology on exchange relationships (e.g. March & Simon, 1958; Homans, 1974), amongst others. These approaches to the psychological contract assume an exchange relationship between employer and employee, in which the expectations and obligations of both parties involved need to be taken into consideration if one is to determine whether there is agreement or disparity of opinion (Anderson & Schalk, 1998; Deery, Iverson, & Walsh, 2006). Central to *social exchange theory* is the idea that an interaction that elicits approval from another person is more likely to be repeated than an interaction that elicits disapproval.

Research Questions

The following research questions were raised:

- 1) Do conditions of work effectiveness have a positive relationship with teacher's psycho-physiological outcomes?
- 2) Does feeling of psychological contract violation mediate the link between condition of work effectiveness and employee well-being?

- 3) Will psychophysiological consequences of condition of work effectiveness of private school teachers higher than that their public-school counterparts?

Research Hypotheses

It was hypothesized that:

- 1) There will be a significant positive correlation between Condition of work effectiveness variables and Teachers psycho-physiological outcomes.
- 2) Feeling of psychological contract breach will mediate the relationship between conditions of work and teacher's psycho-physiological outcomes.
- 3) Psychophysiological consequences of condition of work effectiveness was higher among public school teachers than their public-school counterparts

Method

Participants and Sampling Procedures

A total of three hundred and sixty-four (364) full-time teachers randomly selected from stratified multistage sampled public and private schools operating in three senatorial zones of Lagos participated in the survey. Six schools comprise of 3 public and 3 private schools were selected randomly by ballot from list of schools in from each of the three senatorial zones in Lagos state. One hundred and eighty-four (184) private schools and 180 public schools' teachers (Mean age = 32.6, age range = 23 to 51) comprises of 171 males and 193 females) participated in the study. One hundred and fifty-eight teachers whose job tenure is between 1 to 5 years, 6 to 15 years and 16 years and above respondent positively to the survey. The sample size of teachers chosen randomly from each stratum (senatorial zones, LGA's and Schools) was determined based on the relative proportions of the entire distribution of schools. This strategy enables the inclusion of schools with diverse characteristics (i.e., popular public and private schools) within the target population.

Design

The study employed a mixed design that involved a combination of cross-sectional, after-the-fact survey technique with a correlational design.

Instruments

The data for the study were gathered using the standardized instruments listed below:

- 1) **Condition of work:** Condition of work was measured by Condition for Work Effectiveness Questionnaire, which was an adapted version of the original items developed by Laschinger, H.K.S & Havens, D. (1996). It is a 9-item scale (obtained from CWEQ-31 version) designed to three dimensions of conditions for work effectiveness: Opportunity, Support, and Formal Power. The opportunity subscale has three items on a 5-point Likert Scale: *How much of each kind of opportunity do you have in your present job: i. Challenging, ii. the chance to gain new skill and knowledge on the job and iii. Tasks that use all of your own skills and knowledge.* Flesch-Kincaid 7.9 index of readability was reported by the author. Internal consistency reliability reported ranges between 0.79 to

0.87. The author also reported Criterion-related validity of 0.87.

- 2) **Life Stress:** Life stress was measured by Scale of Life Stress (SLS_100) that was developed by Parasuraman, et al (1992) to measure the amount of disturbed affects experienced in response to stressors in one's life: feeling of frustration, fatigue, pressure and being worn out. The mean of the 10 items represent the measure of life stress (i.e. Score equal to or higher than 25 implies acute life stress). The 10-items scale is on a 5-point Likert scale: e.g., *Things in your life made you upset; Things in your life made you frustrated; Things in your life make you tense; Things in your life place you under strain* etc. The author reported Cronbach's alpha reliability coefficient of life stress measure was 0.90.
- 3) **Emotional Exhaustion:** Emotional Exhaustion Scale was measured by Emotional Exhaustion Scale. EE-Scale is a 12-item scale designed by Maslach and Jackson (1981) to assess the level of people's emotional exhaustion in the workplace. The 9-item scale was obtained from the original 22-item Maslach Burnout Inventory. The 9-items scale is on a 7-point Likert Scale ranging from Strongly Disagree to Strongly Agreed (e.g., *I feel emotionally drained from my work; I feel used up at the end of the workday; I feel fatigue when I get up in the morning and have to face another day on the job; Working with people all the day is really a strain for me* etc.). Maslach (1981), Jackson, Schwab & Schuler (1986) and Abraham, (1998) reported internal consistency reliability of 0.87, 0.89 and 0.90 respectively. Maslach reported Criterion-related validity of 0.29.
- 4) **Emotional Labour:** Emotional Labour was obtained by employing a mild adaptation of the Emotional Labour Scale (EMLS_7) developed by Kruml & Geddes (2000a). It is a 6-item scale that measure tow aspects of the underlying mechanisms of performing emotional labour. It is specifically designed to understand how various personal and job-related characteristics contribute to emotional labour. The 4-items scale is on a 7-point Likert Scale from Not at All to Almost Always (e.g., *I try to talk myself out of feeling what I really feel when helping customers/client; I work at conjuring up the feelings I need to show to customers* etc.). The authors reported a reliability alpha of 0.66 for Emotional Labour (EML), and reliability alpha of 0.68 for Emotional Dissonance (EMD). All items are directly scored.
- 5) **Affectivity:** Affectivity was measured by Positive and Negative Affect Schedule (PANAS) developed by Watson, Clark and Tellegen (1988) to measure positive affectivity and negative affectivity. PANAS comprises of two subscales, a 10-item Positive Affectivity (PA) and a 10-item Negative affectivity (NA). The item structure is on 7-point Likert Scale ranging from rarely to always: (e.g., *Attentive; Ashamed; Active; Alert; Afraid* etc.). Morris (1995) reported internal consistency reliability of PA = 0.86 and NA = 0.91, and Schaubroeck & Jones (2000) reported PA = 0.85 and NA = 0.83 internal consistency,

respectively. For PA, the higher the score the greater the tendency to experience a positive mood. For NA, the higher the score, the greater tendency to experience a negative mood. See the table for further details for the purpose of scoring and identification of PA and NA.

- 6) Feeling of psychological contract violation: Feeling of psychological contract violation was measured by 4-items Feeling of psychological contract violation scale

developed by Robinson & Morrison (2000) to measure employees' feelings job contract violation. The 4-items scale is on a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree: e.g., *I feel a great deal of anger toward my organization; I feel betrayed by my organization etc.,*). The author reported Cronbach's Alpha of 0.81. A concurrent validity of 0.72 was reported, when feelings of contract violation scale were correlated with perceived contract breach scale.

Results

Table 1: Psycho-physiological Wellbeing of Participants by Sociodemographic Characteristics

Variable	Categories	N	%	Life Stress	Emotional Exhaustion	Negative Affect
				Mean (SD)	Mean (SD)	Mean (SD)
Age	Less 30 years	173	47.5	23.19 (2.5)	26.96 (2.4)	6.72 (3.7)
	31-50 years	112	30.7	25.34 (1.6)	24.31 (1.2)	4.19 (2.1)
	51 years & above	79	21.8	28.22 (2.3)	20.28 (0.5)	2.45 (0.4)
Gender	Male	171	47.0	27.19 (0.9)	26.21 (0.2)	5.72 (1.3)
	Female	193	53.0	23.43 (1.6)	23.12 (1.5)	3.25 (0.5)
Teachers	Public School	180	58.1	23.17 (0.2)	21.02 (1.4)	3.19 (2.7)
	Private School	184	41.9	28.15 (1.3)	27.28 (2.5)	6.25 (2.1)
Years in Service	1-5 years	158	43.4	26.81 (2.4)	22.27 (1.6)	5.31 (3.7)
	6-15 years	127	34.9	27.26 (1.3)	25.13 (1.6)	4.41 (1.5)
	16 years above	79	21.7	29.14 (2.6)	28.41 (2.3)	3.11 (1.3)

Table 1 present the psychological wellbeing of the study participants by their demographic characteristics (i.e., age, Gender, Teachers and years in service). Older teachers (i.e., 51 years and above), which is 21.8% of the total participants reported the higher mean (Mean = 28.22; SD = 2.2) life stress score. Life stress was lower among young adults' teachers less than 30 years of age and the mean life stress score of

(Mean = 23.19; SD = 2.5) was obtained for the group. In contrast, mean emotional exhaustion and negative affect was much higher among younger teachers (Mean = 20.28; SD = 0.5 and (Mean = 2.45; SD = 0.4), respectively and much lower among older teachers (Mean = 28.22; SD = 2.2 and (Mean = 28.22; SD = 2.2), respectively.

Table 2: Mean and Standard Deviation of Mean Scores of Predictors and Criterion Variables by Public and Private School Sector

PREDICTORS & CRITERION VARIABLES	Public School Teachers			Private School Teacher		
	Mean	Std. Dev	Std. Error	Mean	Std. Dev	Std. Error
Opportunity	5.70	1.59	.11	10.95	1.44	.10
Support	6.00	1.39	.10	12.75	1.20	.08
Formal Power	6.93	0.96	.07	10.63	.36	.24
Life Stress	25.83	0.39	.29	33.61	5.13	.37
Emotional Exhaustion	24.96	0.31	.23	35.24	6.90	.50
Emotional Effort	9.86	1.84	.13	21.64	4.97	.36
Emotional Dissonance	4.20	1.30	.09	12.27	1.56	.11
Negative Affects	2.10	0.70	.05	6.4	.94	.06
Positive Affects	7.1	0.59	.04	2.48	.89	.06
Feelings of Psychological Contract Violations	6.18	1.62	.12	15.41	3.16	.23

Table 2 show the descriptive statistics of the respondents scores for the status and perception of the condition of work in their schools and their psycho-physiological outcomes. As reported, condition of work, Support, and Formal power was better for the private schools' teachers, while it was very poor for the public schools' teachers. In contrast, result showed

that mean life stress, Emotional exhaustion, Emotional effort, Emotional dissonance, and negative affect were all very are higher among private school teacher compared to their public school counterparts. This implies that that despite the poor conditions of work in the public schools' physiological wellbeing was better compared to their private sector

counter where condition of work was perceived better, while private school schools' teachers reported a higher mean score in their feelings of psychological contract violations while this feeling was lower among the public school sector teachers.

Hypotheses Testing

Table 3: Inter-Correlation Matrix of the Relationship between Condition of Work Effectiveness and Psycho-physiological Outcomes.

VARIABLES	1	2	3	4	5	6	7	8	9	10
1. Opportunity	1.00									
2. Support	.806**	1.00								
3. Formal Power	.555**	.540**	1.00							
4. Life Stress	.557**	.578**	.406**	1.00						
5. Emotional Exhaustion	.598**	.632**	.371**	.786**	1.00					
6. Emotional Effort	.730**	.754**	.690**	.601**	.676*	1.00				
7. Emotional Dissonance	.773**	.877**	.596**	.620**	.688*	.830**	1.00			
8. Negative Affects	.809**	.872**	.528**	.593**	.667*	.738**	.874**	1.00		
9. Positive Affects	-.845**	-.888**	-.575**	-.572**	-.654*	-.826**	-.893**	-.873**	1.00	
10. Psych. Contract Violations	.745**	.802**	.582**	.573**	.618*	.738**	.854**	.809**	-.854**	1.00
Mean	8.35	9.41	8.80	29.76	30.16	15.81	8.28	4.27	4.76	10.84
Std. Deviation	3.03	3.62	3.09	6.03	7.45	6.99	4.29	2.30	2.43	5.26

As shown in Table 3, all condition of work variables was correlated highly and positively with their respective variates (i.e. Psycho-physiological outcome variables: Life stress, Emotional exhaustion, Emotional effort, emotional dissonance and negative affect). This result revealed that with or without conditions of work effectiveness Life stress, Emotional exhaustion, Emotional effort, emotional dissonance and negative affect increases significantly. Notably from Table 3 also, respondent's feelings of psychological contract correlated positively with all condition of work variables (i.e., Opportunity, Support and Formal power), thereby providing information about moderated relationship between condition of work and Psycho-physiological outcome.

Hypothesis 1: There will be a significant positive correlation between condition of work effectiveness variables and teacher's psycho-physiological outcomes.

In order to examine the relationship between teacher's conditions of work on their psycho-physiological wellbeing, a Pearson product moment correlation coefficient was executed. Results presented in Table 3 is the summary of the inter-correlation matrixes between the condition of work variables and psych-physiological outcomes.

Hypothesis 2: Feeling of psychological contract breach will mediate the relationship between conditions of work effectiveness and teacher's psycho-physiological outcomes. Feeling of psychological contract breach moderating the relationship between conditions of work effectiveness and teacher's psycho-physiological outcomes was investigated. A quantitative moderated multiple regression analysis was executed by including the predictor variables, the moderator, and the interaction term between the two to predict the criterion variables of interest. The equation for the moderation model can be represented as: $Y = \beta_0 + \beta_1X + \beta_2M + \beta_3XM + \epsilon$

The results of the regression analysis are presented in Table 4.

Table 4: Relative Contribution of Condition of Work Effectiveness to the Prediction of Teachers Psycho-physiological Outcomes

Condition Work Effectiveness	Unstandardized Coefficient		Std. Coeff.	t _{cal.}	Sig.	R ²	F	pv
	B	SEB	Beta					
Opportunity	.332	.14	.167	2.24	P<.01			
Support	.355	.13	.213	2.60	P<.01	.375	55.5	P<.01
Formal Power	.137	.10	.070	1.37	P>.01			
Psych. Contract Violation	.274	.08	.239	3.28	P<.01			

Dependent Variable: Life Stress

Opportunity	.454	.17	.185	2.62	P<.01			
Support	.584	.16	.284	3.65	P<.01	.439	71.9	P<.01
Formal Power	-.065	.11	-.027	-.55	P>.01			
Psych. Contract Violation	.378	.09	.267	3.86	P<.01			
<i>Dependent Variable: Emotional Exhaustion</i>								
Opportunity	.385	.11	.167	3.31	P<.01			
Support	.478	.10	.247	4.44	P<.01	.713	226.0	P<.01
Formal Power	.764	.07	.339	9.74	P<.01			
Psych. Contract Violation	.312	.06	.235	4.75	P<.01			
<i>Dependent Variable: Emotional Effort</i>								
Opportunity	.178	.03	.234	5.69	P<.01			
Support	.311	.02	.487	10.78	P<.01	.810	388.3	P<.01
Formal Power	.006	.02	.008	.29	P>.01			
Psych. Contract Violation	.105	.01	.240	5.95	P<.01			
<i>Dependent Variable: Negative Affect</i>								
Opportunity	-.212	.02	-.265	-7.79	P<.01			
Support	-.269	.02	-.400	-10.72	P<.01	.870	468.7	P<.01
Formal Power	-.037	.01	-.047	-2.02	P<.01			
Psych. Contract Violation	-.144	.01	-.311	-9.22	P<.01			
<i>Dependent Variable: Positive Affect</i>								

In Table 4, results showed that condition of work independently and jointly predicted teacher's psycho-physiological wellbeing: Life stress, Emotional exhaustion, Emotional effort, and Negative affect. Specifically, condition of work (mediated by feelings of psychological contract violation) accounted for greater percentage of the observed variance in psycho-physiological outcomes (see Table 4; Life stress; 37.5%; $R^2 = .375$; Emotional exhaustion: 43.9%; $R^2 = .439$;

Emotional effort: 71.3% $R^2 = .713$; Negative affect: 81.0%; $R^2 = .810$).

Hypothesis 3: Psycho-physiological consequences of condition of work was higher among public school teachers than their public-school counterparts.

In Table 5, differences in teachers' reported psycho-physiological outcomes was examined along with the descriptive statistics.

Table 5: Independent T-Test Analysis of Mean Difference in Psycho-physiological Outcome by School Sector

Psycho-physiological Outcomes	SECTOR	Mean	Std. Deviation	Std. Error	df	t _{cal}	pv
Life Stress	Public Schools	25.83	3.99	.297	362	-16.116*	P<.01
Emotional Exhaustion	Private Schools	33.61	5.138	.378			
	Public Schools	24.96	3.186	.237	362	-18.173*	P<.01
Emotional Effort	Private Schools	35.24	6.902	.508			
	Public Schools	9.86	1.844	.137	362	-29.933*	P<.01
Emotional Dissonance	Private Schools	21.64	4.4971	.366			
	Public Schools	4.20	1.304	.097	362	-53.468*	P<.01
Negative Affects	Private Schools	12.27	1.56	.115			
	Public Schools	2.10	.701	.0523	362	-49.143*	P<.01
Positive Affects	Private Schools	6.40	.947	.069			
	Public Schools	7.10	.598	.044	362	57.793*	P<.01
	Private Schools	2.48	.893	.065			

* t_{cal} is Significant at p<.01 (df = 362; at p<.01)

Table 5 showed that there were significant differences in the observed psycho-physiological outcomes between the public

and private school teachers. Results revealed clearly that psychological wellbeing was very poor for the private school

teachers compared to their public school counterparts. Specifically, life stress, emotional exhaustion, emotional efforts, emotional dissonance, and negative affect were all higher (i.e., poor psychological wellbeing) for the private school teachers compared to their public-school counterparts despite the seeming reported better condition of work effectiveness.

Discussion

Condition of work was better for the private schools' teachers, while it was very poor for the public schools' teachers, which probably underscores the preference of parents in the last two or three decades. This finding is not only instructive, but seek to amplify the plight of public schools due to serial neglect from government authorities. The finding is consistent with what was reported by Berlanda, Fraizzoli, De Cordova, Pedrazza (2019), as well as Agyapong, Obuobi-Donkor, Burbach and Wei (2022) and Akinbode 2025. Surprisingly, despite the reported better conditions of work effectiveness, the private school sector teachers reported higher levels of life stress, Emotional exhaustion, Emotional effort, Emotional dissonance, and negative affect compared to their public-school counterparts. Now, something strange is happening in the private schools, despite the poor conditions of work effectiveness in the public schools' psycho-physiological wellbeing was better compared to private sector schools where condition of work effectiveness appears to be better. It was established that feeling of psychological contract violations was higher for the private school teachers compared to their public-school sector colleagues, hence, work in private school seems depressing and frothed with psycho-physiological consequences.

The assumption in hypothesis 1 was confirmed. In the first instance, conditions of work were important contributors to the observed teacher's psycho-physiological outcomes: Life stress, Emotional exhaustion, Emotional effort, emotional dissonance and negative affect. Secondly, results established that respondent's feelings of psychological contract correlated positively with all condition of work effectiveness variables. These results provide further evidence for the assumption that with or without condition of work effectiveness, workers psychological-well-being will decline increased feelings of psychological contract violations. This findings, thereby provide information about possible moderated relationship between condition of work effectiveness and Psycho-physiological outcome which therefore amplify the findings (Agyapong et al, 2022), Keenan, Newton, 1985; Blix, Cruise, Mitchell, Blix, 1994; Biron, Brun & Ivers, 2008; Agyapong et al, 2022; Agyapong, Wei, Da Lux Dias, Agyapong, 2022) which various concludes that psychological well-being will continue to be a problem among teachers, leading to anxiety and depression.

Further analysis established that condition of work accounted for greater percentage of the observed teacher's physiological wellbeing, thereby confirming the assumption envisaged in hypothesis 2, that feeling of psychological contract violation will moderate the relationship between conditions of work and teacher's physiological well-being. It was demonstrated that psychological wellbeing of teachers

was very poor when feeling of psychological contract violation increases. Specifically, with or without condition of work effectiveness feelings of psychological contract violation will determine the level observed variance in psychological well-being. The implication of this findings is that whether public or private school where conditions of work effectiveness was perceived better, teachers experience of positive psychological wellbeing is partly a function of success of failure of the organization fulfilling workers psychological contract. This finding partly supported the findings reported by Akinbode (2025), which clearly established that worker's effort withholding behaviours decreases when conditions of work effectiveness was perceived to be better.

Expectedly, because conditions of work were perceived to be better in private schools than the public school, psycho-physiological wellness should be better for the private school teachers. Surprisingly and interestingly too, the finding established inter-alia that psychological wellbeing was very poor for the private school teachers compared to their public school counterparts. Specifically, life stress, emotional exhaustion, emotional efforts, emotional dissonance, and negative affect were all on the high side (i.e., poor psychological wellbeing) for the private school teachers compared to their public school counterparts despite the seeming reported better condition of work effectiveness. This finding is wake up call to the government and its appropriate agencies to take necessary actions to enforce the civic, moral and labour act rights of teachers in private schools in the state and Nigeria. This finding is novel and suggest a clear departure from previous findings reported by (Agyapong, Obuobi-Donkor, Burbach & Wei, 2022; Emeljanova, Sabaliauky, Meziene & Istomina, 2023).

Conclusion

To conclude, this study demonstrates that condition of work is related to teacher's psycho-physiological outcomes. Having clearly established that teacher's psychological well-being was poor when condition of work effectiveness was mediated by feelings of psychological contract violations, stakeholders, government and policy makers must rise up to the emerging challenge. The findings are important for government authorities, education managers and policymakers when designing interventions to improve teachers' emotional health, psychological well-being through preventative policies that guarantees teacher reward and compensations as well as adherence to the terms and conditions of the contract of engagement. It is recommended that education policy makers and institutions implement measures to enhance teachers' emotional health. Also, it is important to give priority to measures that promote teachers' enthusiasm and enjoyment of leisure time, improving the work-life balance. Developing a culture of psychological support in schools is crucial to ensure that teachers can seek professional help when they face emotional difficulties. By prioritising teachers' well-being, policy makers can have a positive influence on the whole education system. Lastly, develop a control policy that will support and enhance teachers' emotional health by creating a supportive working environment. Hence, increase teaching

effectiveness, reduce teacher negative attitude, improves psychological well-being and effort withholding behaviours, to improve overall school outcomes.

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