



Determinants of Psychological Wellbeing of Academics in Nigerian Universities

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Abstract

This cross-sectional survey research on the determinants of psychological wellbeing of academics in universities involved a sample of 284 academics in Southeast universities, Nigeria. Data were collected using a psychosocial occupational hazard questionnaire ($\alpha = 0.74$) and a mental well-being scale ($\alpha = 0.89$) based on a scientific research paradigm and a quantitative research approach. We analysed the data using a multi-level hierarchical regression analysis and structural equation modeling approach. The results of structural equation modeling showed that psychosocial work hazards have a significantly negative relationship with psychological well-being. These findings imply that early Academics who experience burnout require more assistance, such as professional development opportunities and mental health resources. Therefore, it is recommended that employers of labour should endeavour to provide a work environment without the risks associated with psychosocial work in order to enhance the psychological well-being of academics.

Keywords: Academics, Psychosocial work hazards, Psychological well-being

Introduction

Conceptual clarification and statement of the problem

Compared to other employment, teaching is extremely demanding and stressful, which exacerbates psychological and associated health risks (Okeke et al., 2024). Okeke et al. (2024) further noted that due to an excessive workload, the majority of Nigerian teachers are experiencing emotional distress, burnout, depression, and anxiety, which is hurting their psychological well-being. The psychological well-being of teachers would be impacted if their job stress levels rise (Anovunga, 2024). However, there is a lack of current empirical research on the nature of the relationship between teachers' psychological well-being and their psychosocial work hazards, age and qualification. Psychological well-being refers to a person's mental health and general function. Psychological or mental well-being is defined as a combination of well-being and performance (Huppert, 2009). On the other hand, psychosocial work hazards are occupational risks connected to how work is planned, structured, and managed, as well as the social and economic surroundings of work (Brun & Milczarek, 2007). These specific work dangers are not caused by a material, an object, or a dangerous energy. Workers' psychological and physical health, as well as their capacity to interact with others in a work

environment, are all impacted by psychosocial hazards (Brun & Milczarek, 2007). They can result in physical harm or illness like cardiovascular disease or musculoskeletal injury in addition to psychiatric and psychological outcomes like depression, anxiety disorders, and occupational burnout irrespective age or qualification (Brun & Milczarek, 2007). Age is a notion that describes a person's age at a specific period. It is described as the measurement of the amount of time that has passed between the date of the live birth to a particular point in time, typically the date the data was collected. Lastly, qualification in the context of this research represents the highest educational attainment the rural schoolteachers have attained either in service or before being employed which may determine their ability to carry out their work responsibilities.

Work is an important element of personal well-being because it generates income and reflects social status (Ariza-Montes et al., 2018). Wellbeing and individual support networks have been found to be important factors in encouraging educators to stay in the workforce, leading to improved work satisfaction and mental health (Matsuo et al., 2021). It has been revealed that people with higher psychological well-being are more likely to live a healthier life and have a higher standard of living (Kubzansky et al., 2018). Thus,

greater psychological wellbeing is associated with less social problems. However, according to the literature, education requires much from teachers and there is the need for research on mental health issues related to teachers' work (Ibrahim et al., 2021). In line with the that, it has been found that mental health problems are becoming more common in the working population in today's world (Kärner et al., 2021).

Education is a tough profession in terms of mental and emotional load (Čecho et al., 2019). This is for the fact that a typical teacher's day begins early in the morning and lasts about 5 hours, including extracurricular activities and other tasks such as assessment and reporting (Ibrahim et al., 2021). In Italy, the law emphasizes the importance of monitoring organizational well-being and work-related stress, ensuring health and quality of life in the workplace, in line with European proposals (Cortese et al., 2019). Occupational stress which is one of the psychosocial dangers in the workplace, is a significant risk factor for mental illness in the workforce (Wang et al., 2017). Occupational stress is described as a negative physical and emotional response that occurs in the workplace (Luo et al., 2016). With the transition from the industrial sector to the service sector, the psychological and emotional demands on work are increasing. Psychosocial factors are psychological perceptions or experiences associated with a person's physical and social conditions (Ng et al., 2019). Despite the fact that academics' ability to work effectively in the work environment is important for providing quality programs to their children, there is dearth of studies on their work-related well-being from an organizational perspective (Logan et al., 2020). Based on this identified lacuna, the researchers used a work-demand-management-support model and Person-environment fit model to assess the association between psychological workplace hazards and the mental health of academics.

Theoretical background of the study

This study was anchored on Job-demand-control support (JDACS) model by Karasek and Theorell (1990) and Person-environment fit model by Dawis and Lofquist (1984). The Job-demand-control-support model is a well-known theory that explains how work characteristics affect a worker's mental health (Karasek & Theorell, 1990). This model assumes that the workplace stress such as heavy workload, work anxiety, and work-related pressure, can stress an individual and

individuals can meet these demands by using work skills that enable autonomy and work management (Karasek & Theorell, 1990). This strategy works by proving that people are stressed when they are under a lot of pressure at work. Employees, on the other hand, can reduce stress levels by increasing work autonomy and building good relationships with colleagues and employers. The JDACS model works if you, as an employee, adopt the following concepts: being responsible for the work and managing your work. This includes making decisions without consulting others. You may need to negotiate with your manager to gain decision-making power in the workplace and getting advice from your boss on important decisions while maintaining autonomy in the way you work. Seeking for help of your boss as an active social contact helps minimize the effects of stress. In the workplace, work assistance is defined as the total amount of active social involvement by employees and supervisors (Karasek & Theorell, 1990). It serves as a coping strategy to help you manage stress when you are in a favorable social relationship. Collaborating with colleagues and monitoring as well as maintaining peer support are both coping mechanisms to reduce stress. However, there are differences because of the different health effects. Finally, there is the need for employees to improve their mental health in order to better cope with their work challenges. Optimistic and self-efficacy employees can cope with stress well because they believe they can deal with workplace problems. This model is relevant to this study because it suggests what people should do in the workplace to improve their mental health.

Similarly, P-E fit model indicates that the degree to which individual operates in a workplace is similar to the environmental features. In this case, environmental features or characteristics could include intrinsic and extrinsic rewards, requirements of a job or role, cultural values, or traits of other people and groups in the person's social environment. Person characteristics could include a person's biological, demographic characteristics or psychological needs, values, goals, abilities, or personality. Person-environment fit has kept a leading position in industrial and organisational psychology and allied subjects because of its significant consequences in the workplace. This model posits that the person's characteristics such as age, qualifications and other demographics of academics have relationships with their psychological work hazards as well as wellbeing.

Literature review

A couple of studies have been conducted on the determinants of psychological wellbeing in workplace. For example, Hezomi and Nadrian (2018) found that psychological wellbeing was negatively associated with perceived stress, but the most important positive and negative predictors of mental well-being in the first model were family life and satisfaction with perceived stress, respectively. Similarly, Cortese et al. (2019) revealed that several studies have shown that work-related stress adversely affects the health and well-being of workers. Furthermore, Ibrahim et al. (2021) found that teachers' psychological well-being was heavily influenced by work demands, work management, and social support. According to a similar study, most school teachers—regardless of their age, gender, employment status, degree, or number of years of experience—have unhealthy psychological wellbeing (Okeke et al., 2024). Buttressing this, Kwon et al. (2021) revealed that there is a significant relationship between different work environments and the psychological well-being of teachers. In another similar research, it was revealed that psychological wellbeing is significantly influenced by emotional intelligence and aggressive restructuring coping styles (Pauletto et al., 2021). It was also found that working conditions have a great deal to do with teachers' wellbeing (Hvalič-Touzery et al., 2020). In the same vein, Ariza-Montes et al. (2018) found that physical demands at work were found to be significant in predicting psychological wellbeing. Work-family conflict has been found to be inversely proportional to psychological wellbeing (Lizano, 2022). In a similar study, job demands and negative coping were found to predict wellbeing negatively (Williams et al., 2017). Supporting this finding, Sun et al. (2022) found that role conflict has the strongest and significant correlation with mental health problems with 14 psychosocial hazards. Available literature showed that gender as a demographic variable has a significant impact on wellbeing and health (Diego, 2018).

Greenier et al. (2021) found that workplace engagement significantly predicts psychological wellbeing. Emphasizing on the above finding by Greenier et al. (2021), Schneider and Weigl (2018) found that peer support, a well-designed organizational structure, and employee compensation systems mitigate the negative effects of adverse working conditions on

employee wellbeing. This means that a positive safety environment reduces employee fatigue and enhances psychological wellbeing (Tamakloe et al., 2022). Corroborating the finding of Greenier et al. (2021), Jalil et al. (2020) found that teacher self-efficacy is a greater predictor of mental wellbeing than teacher collective effectiveness, but both predictors had significant effects on mental wellbeing.

From the literature review above, psychosocial work dangers have been found to adversely affect the mental health of workers. However, the literature available at the time of this research found that the relationship between the psychosocial work hazards and the mental well-being of workers was not investigated in the Nigerian context, creating a gap in the literature. Therefore, this study used the employment job-demand-control support and person-environment fit models as theoretical frameworks to investigate the interrelationship between psychosocial work hazards, age, qualification and psychological well-being of academics in Southeast universities, Nigeria. Specifically, the following aims were sought for this research.

1. Relationship between psychosocial work hazards and the psychological wellbeing of academics in Southeast universities.
2. Relationship between age and the psychological wellbeing of academics.
3. Relationship between qualification and the psychological wellbeing of academics.

Development of Hypotheses

In line with the postulation of the P-E fit model, psychological well-being of workers is dependent on their environmental and personal characteristics. Based on these assumptions, the following hypotheses were formulated.

Ha₁: The danger of psychosocial work is negatively correlated with the psychological well-being of academics in Southeast universities.

Ha₂: Academics' age as a hierarchical regression model 1 has a relationship with psychological well-being.

Ha₃: Academics' age and qualifications as hierarchical regression model 2 have a relationship with psychological well-being.

The Hypothesised path model for the study is shown in Figure 1.

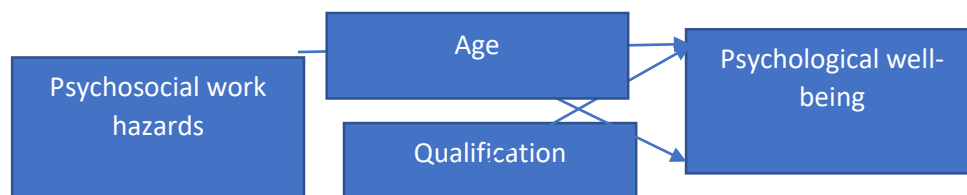


Figure 1: Hypothesised path model for the study

Methodology

Research approach and design

Quantitative research methods were used to guide the study according to this scientific research paradigm. The purpose of the study was to clarify the relationship between the psychosocial work risks of academics and their psychological well-being. Therefore, we used the correlation study design. In recent years, similar studies have used similar paradigms, methods, and study designs (Ugwuanyi, Okeke & Ageda, 2020; Ugwuanyi, Okeke & Njeze, 2020).

Study Site

The study was conducted in Southeast States, Nigeria. Southeast states are Anambra, Abia, Ebonyi, Enugu and Imo. By the 1991 census, Southeast states' population had increased to around 22,000,000 of the approximately 88.5 million inhabitants, up from 13,467,328 in the 1963 census.

Population and Sample

The study target population comprised all the academics in Southeast universities. A random sample of 254 academics was drawn from the population using a convenient sampling technique. Convenient sampling is a non-probability sampling strategy that selects samples from a group of people who can be easily approached and contacted. Researchers used this method because the outbreak of COVID-19 made it difficult to reach the entire research group. The selection of study participants was based on the following criteria: (i) certified early childhood educator, (ii) must be an early childhood university staff in Southeast, (iii) active participation in professional education practices. Academics who did not meet these criteria were excluded from the study. The sample of 254 respondents formed an adequate sample size for this research according to G-Power version 3.1 at a

medium effect size (f^2) of 0.14, 5% probability level and power of 0.88. The statistical power analysis of 0.88 was deemed very adequate for calculating the appropriate sample size.

Measures

Copenhagen Psychosocial Questionnaire (COPSOQ)

For this research, Kristensen et al. (2005) Copenhagen Psychological and Social Questionnaire (COPSOQ) was adapted. COPSOQ is a 30-item self-reported questionnaire that assesses psychosocial factors such as stress, personal health and well-being, and personality quality (coping style, sense of coherence, etc.). For this research, the 30-item COPSOQ was adapted and reduced to 20 items to suit the context of the research. COPSOQ had 7 response options ranging from always (7) to never (1).

Psychological well-being scale

The researchers adapted Ryff's (1989a, 1989b) psychological wellbeing scales to arrive at a 42-item psychological wellbeing scale (PWS) used for the study. The scale had two sections A & B, with section A containing information on the demographics of the participants while section B had the psychological well-being items. The items were structured on a 4-point Likert-type scale of strongly agree, agree, disagree, and strongly disagree. The response options were weighted 4, 3, 2, and 1 for strongly agree, agree, disagree, and strongly disagree.

Validity and Reliability of Measures

The measurements were measured and evaluated by constructive scrutiny by an expert in educational psychology and by a faculty training college at a research university to determine their apparent validity. Experts were tasked with critically assessing behavioural points in relation to research goals. They were asked to provide recommendations to

help researchers achieve their research goals. As a result of expert opinion, the draft document has been revised to become the final version of the document. Twenty academics took a mock examination with COPSOQ and PWS to determine the reliability of the measurements. The confirmatory factor analysis (CFA) of COPSOQ in the Nigerian context yielded a goodness of fit index (GFI) of 0.916 and root mean square error of approximation (RMSEA) of .43. Similarly, goodness of fit index (GFI) and root mean square error of approximation (RMSEA) for the PWS were .976 and .41 respectively. The convergent and discriminant validity of the instruments in the Nigerian context were explored using average variance extracted (AVE) and composite reliability (CR). The values of CR for the COPSOQ (AVE = .39, CR = .73) and PWS (AVE = .47, CR = .68) were found to be less than the recommended .70 cut-off value (Fornell & Larcker, 1981). According to Fornell and Larcker (1981), any AVE value less than .50 if the CR is more than .60 is appropriate for convergent validity. Similarly, omega reliability values of COPSOQ and PWS were estimated as 0.87 and 0.76, respectively. These values implied that the factor loadings for the items of each instrument were allowed to vary in the CFA model. In the Nigerian sample, the data were analyzed using Cronbach's alpha coefficient, and this resulted in COPSOQ and PWS reliability indices of 0.74 and 0.84, respectively.

Ethical considerations

The researchers sought ethical approval from the Research Ethics Committee of the Research Department and asked for permission (REC/FoE/2021/000024) to conduct research in elementary schools in accordance with the university's ethics guidelines. It meets the standards of the American Psychological Association for conducting human-centred research. In addition, prior to the actual data collection, participants received a declaration of consent to fill out and sign.

Procedure for data collection

Prior to the data collection, the researchers received ethical approval for the study, as well as the gatekeeper letters from the various elementary schools

used in the study. It took about 4 weeks to collect all the data. Each participant was given 20 minutes to perform the measurements provided. Researchers tested students in the classroom and filled out questionnaires offline. The completed copy could be received directly on site after completion.

Method of data analysis

Statistical techniques, including hierarchical multiple regression analysis and structural equation modeling, were used to analyse the data. We used a hierarchical multiple regression analysis to investigate the effects of teacher age and qualifications on mental wellbeing using SPSS version 26.0, but a causal model for the study was developed using IBM-AMOS version 26.0. Chi-square test of independent samples was used to test the significant or not of the proportions of teachers with different qualifications. The Chi-Square is most appropriately used to examine tests of independence and to analyse relationships between categorical variables such as qualification and age in this case. The moderating effect of age and qualification on the relationship between psychosocial work hazards and psychological wellbeing was analysed using PROCESS MACRO software. A lot of researchers have adopted these statistical approaches (Ugwuanyi et al., 2021; Agboeze et al., 2021; Ene et al., 2021) in similar studies.

Results

The analysis of the demographic profiles of the participants showed that 9.4% of the participants are below the age of 25 years; 34.6% are within the age range of 26-35 years; 33.1% are within the age range of 36-54 years while 22.8% are within the age range of 46 years and above. It was revealed that there was a significant difference in the age ranges of the participants, $\chi^2(3) = 67.858, p = .000$. Also, 45.3% of the participants had Bachelor's degree; 21.3% had Master's degree; 24.0% had Doctor of philosophy (Ph.D) while 9.4% had other forms of certificates. It was revealed that there was a significant difference in the qualifications of the participants, $\chi^2(3) = 41.118, p = .000$.

Table 1
Descriptive analysis and Correlation Matrix of the variables

Variable	Mean	SD	Age	Qualification	Psychosocial work hazard	Psychological Wellbeing
Age	35.65	9.69	1.000			
Qualification	1.98	1.97	-.340	1.000		
Psychosocial work hazard	110.94	35.76	.294	-.279	1.000	
Psychological Wellbeing	108.63	21.25	.152	-.098	-.201	1.000

Table 1 shows that the average age of the participants is ($M = 35.65$, $SD = 9.69$) while their average qualification in a 4-point scale is ($M = 35.65$, $SD = 9.69$). The Table also showed the mean psychosocial work hazard and

psychological wellbeing of the teachers are ($M = 110.94$, $SD = 35.76$) and ($M = 108.63$, $SD = 21.25$) respectively. Equally, the correlation matrix of the variables was indicated accordingly in Table 1.

Table 2
Hierarchical linear regression of the relationship of age and qualification with participants' psychological wellbeing

Model	R	R ²	Model	Sum of Squares	df	Mean Square	F	Sig.
1	.130	.017	Regression	1934.322	1	1934.322	4.341	.038
			Residual	112280.627	252	445.558		
			Total	114214.949	253			
2	.139	.019	Regression	2214.361	2	1107.181	2.481	.086
			Residual	112000.587	251	446.217		
			Total	114214.949	253			

a. Dependent Variable: Psychological Wellbeing, b. Predictors: (Constant), Age, c. Predictors: (Constant), Age, Qualification

Table 2 showed that age of academics had a significant relationship with their psychological wellbeing, $R(254) = .130$, $R^2(254) = .017$, $F(1, 252) = 4.341$, $p = .038$. This hypothesis test result implies that the psychological wellbeing of academics is very dependent on their age. This, by implication, signifies that age is a major determinant of teachers' psychological wellbeing. However, academics' age and qualification as hierarchical regression model 2 had no

significant relationship with their psychological wellbeing, $R(254) = .139$, $R^2(254) = .019$, $F(1, 252) = 2.481$, $p = .086$. This implies that the combination of age and qualification of academics does not influence the psychological wellbeing of teachers. Figure 2 shows the normal P-P plot of regression standardized residual for the hierarchical models of age and qualification on psychological wellbeing among teachers.

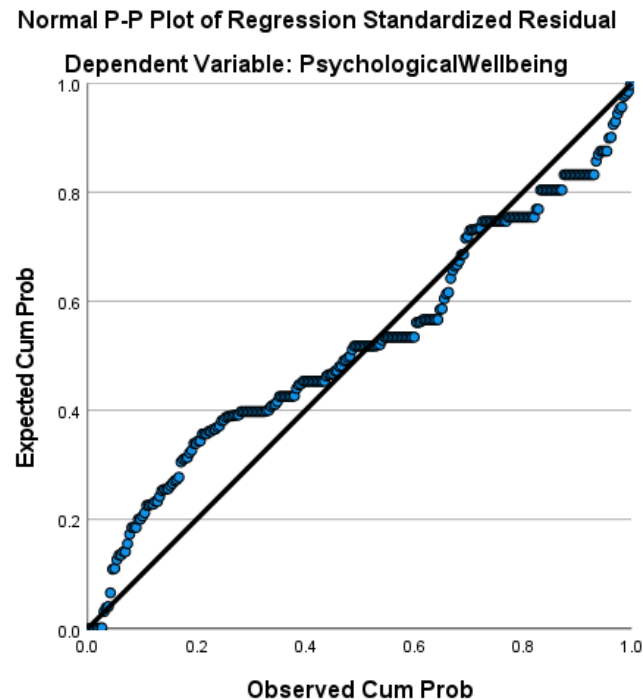


Figure 2

Normal P-P Plot of Regression Standardized Residual for psychological wellbeing

Table 3

Standardised regression coefficients of the exogenous variables' paths with the endogenous variable in the structural model

Variables			β	p
Psychological Wellbeing	<--	Psychosocial Work Hazards	-.201	.002
Psychological Wellbeing	-			
Psychological Wellbeing	<--	Age	.152	.019
Psychological Wellbeing	-			
Psychological Wellbeing	<--	Qualification	-.098	.128
Psychological Wellbeing	-			
Psychological Wellbeing	<--	Age_x_Qualification	.216	.000
Psychological Wellbeing	-			

Table 3 shows that psychosocial work hazards had a significant negative relationship with the psychological wellbeing of the teachers, $\beta = -.201$, $p = .002$. This hypothesis test result goes to show that the psychological wellbeing of academics is negatively affected by psychosocial work hazards. Thus, higher presence of psychosocial work hazards in the workplace leads to lower psychological wellbeing of academics. It also shows that age had a significant positive relationship with the psychological wellbeing of the academics, $\beta = .152$, $p = .019$. This hypothesis test result implies that the psychological wellbeing of academics dependent on their age. This, by implication,

signifies that age is a major determinant of academics' psychological wellbeing. Qualification of teachers, on the other hand, had a negative but not significant relationship with their psychological wellbeing, $\beta = -.098$, $p = .128$. This implies that the psychological wellbeing of academics is independent of their qualification.

Considering the interaction of age and qualification, it was found that there is a significant positive relationship between the interaction of age and qualification with psychological wellbeing of academics, $\beta = .216$, $p = .000$. The causal model for explaining the links between teachers' psychosocial

work hazards, age, qualification, age_x_qualification and psychological wellbeing is depicted in Figure 3. It revealed that the data had a good model fit with a root

mean square error of approximation (RMSEA) of 0.42 and a goodness of fit index (GFI) of .948.

Table 4

Standardised covariances of the exogenous variables in the structural model

Variables		β	p
Psychosocial Work Hazards	<--> Age	.294	.000
Age	<--> Age_x_Qualification	.019	.759
Psychosocial Work Hazards	<--> Qualification	-.279	.000
Qualification	<--> Age_x_Qualification	.013	.842
Age	<--> Qualification	-.340	.000
Psychosocial Work Hazards	<--> Age_x_Qualification	-.066	.294

Table 4 shows the covariance estimates of the exogenous variables in the causal model. It shows that on the covariances of age and psychosocial work hazards, qualification and psychosocial work hazards, age and qualification are significant, $\beta = .294$, $p = .000$; $\beta = -.279$, $p = .000$ and $\beta = -.340$, $p = .000$. Other

covariance estimates age_x_qualification, age_x_qualification and qualification and age_x_qualification and psychosocial work hazards are not significant, $\beta = .019$, $p = .759$; $\beta = .013$, $p = .842$ and $\beta = -.066$, $p = .294$.

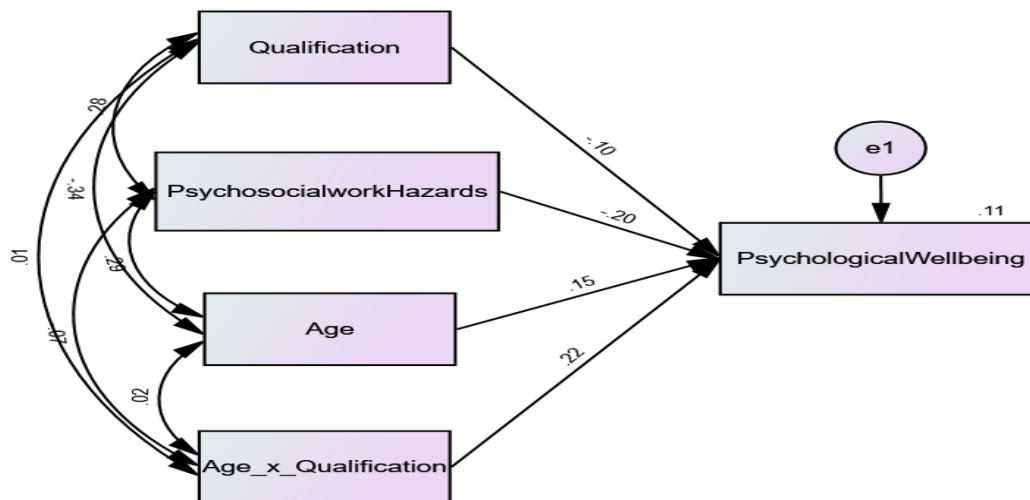


Figure 3: Standardised path diagram for the causal model

Table 5

Analysis of the moderating influence of age and qualification on the relationship between psychosocial work hazards and wellbeing

	coeff	se	t	p	LLCI	ULCI
constant	87.4840	10.7052	8.1721	.0000	66.4001	108.5679
Psychosocial	.1597	.1026	1.5560	.1210	-.0424	.3617
Age	.3616	4.1567	.0870	.9307	-7.8251	8.5483
Int_1	.0080	.0380	.2111	.8330	-.0668	.082
Qualification	-4.1772	4.1599	-1.0042	.3163	-12.3701	4.0156
Int_1	.0274	.0338	.8108	.4182	-.0392	.0941

Table 5 shows that age had no moderating effect on the link between academics' psychological wellness and their psychosocial job hazards, $t = .2111$, $p = .8330$. Similarly, qualification had no significant moderating influence on the connection between psychosocial job hazards and psychological wellness among academics, $t = -1.0042$, $p = .3163$.

Discussion

This study used age and qualifications as adjusting variables to investigate the relationship between the risk of psychosocial work and psychological well-being among academics at Southeast Universities. The results of structural equation modeling showed that psychosocial work hazards have a significantly negative relationship with psychological well-being. As can be seen in Figure 3,

the negative path coefficients from qualification and psychosocial work hazards to psychological wellbeing of the academics show that the more the qualification and psychosocial work hazards of the teachers, the less their wellbeing and vice versa. Similarly, the positive path coefficients from age and linear combination of age and qualification to psychological wellbeing of the academics indicate that the higher the magnitude of those variables, the better the psychological wellbeing of the academics. Drawing from these findings, workers' mental and physical wellbeing, as well as their ability to connect with colleagues, are all affected by psychosocial risks. Moreover, physical illnesses and illnesses such as cardiovascular disease and musculoskeletal disorders, as well as behavioural and psychological disorders such as work-related burnout, anxiety disorders, and depression, can all be the cause. Psychological and social risks are associated with both workplace organisation and workplace violence and are widely recognised as a serious threat to workplace safety, health and productivity.

In support of these findings, a group of researchers noted that workplace stress adversely affects the health and wellbeing of workers (Cortese et al., 2019). In another similar study, mental wellbeing was negatively associated with perceived stress, but family lifestyle and satisfaction with perceived stress were the most important positive and negative predictors of mental well-being in the first model, respectively (Hezomi & Nadrian, 2018). Buttressing these findings, physical demands at work are less important than psychological demands in predicting psychological wellbeing (Ariza-Montes et al., 2018). In the same vein, Williams et al. (2017) found that work demands predict negative the wellbeing of workers. Moreover, Ibrahim et al. (2021) revealed that job demands, job management, and social support all had a major impact on teachers' psychological well-being. Therefore, there is a strong relationship between various working conditions and the psychological wellbeing of teachers, some beneficial and some harmful (Kwon et al., 2021). This implies that employees' wellbeing is inextricably tied to their working conditions (Hvalič-Touzery et al., 2020). Explaining these findings further, Lizano (2022) found that family-work conflict has been found to be negatively associated with psychological wellbeing, and work satisfaction improves this relationship.

With respect to the relationship between age, qualification and psychological wellbeing, a similar study has shown that gender has a significant impact on

wellbeing and health (Diego, 2018). In a comparable study, Ugwuanyi et al. (2022) discovered that one of the factors that significantly influence the psychosocial job hazards of teachers was their age. Furthermore, Okeke et al. (2023) found that only age and qualification were found to be significantly related to work deviant behaviours among other demographic characteristics of the teachers. According to a similar study, most academics, regardless of their age, gender, employment status, degree, or number of years of experience, have unhealthy psychological wellbeing (Okeke et al., 2024). It is worth noting that this research established that the moderating effect of age and qualifications on the relationship between the risk of psychosocial work and the psychological wellbeing of teachers was not significant. This means that the significant negative association between the risk of psychosocial work and the psychological wellbeing of academics is independent of age and qualifications. This is the first study to establish this kind of relationship in terms of moderating effect analysis across Nigeria and other African countries. This contributes significantly to knowledge in the fields of applied psychology and pedagogy, as the magnitude and direction of the nature of the relationship between the psychosocial work hazards and mental wellbeing has been empirically established.

Implications for standard work ethics

The findings of this research have implications for teacher assistance and education. Among such implications are.

1. Increased support needs: Academics who experience burnout require more assistance, such as professional development opportunities and mental health resources.
2. Stress management techniques and self-care strategies: To help academics prevent burnout, teacher education programs should place a strong emphasis on these methods.
3. Organizational adjustments: To lessen burden, boost support, and advance educators well-being, educational institutions and legislators should think about making organizational changes.

Limitations of the research

Some restricting circumstances may have had an impact on the study's results. Since the demographics of the academics in this study were only age and qualification, the generalizability of the study's findings may be constrained since family structure, the number of teachers' children, and other demographics were not

taken into account in the structural model. Additionally, the tool employed to measure psychosocial work hazards was not intended to test the various aspects of psychosocial work hazards independently but rather to capture them all as a whole. Thus, the researchers suggest that future studies should take into account the aforementioned parameters in duplicating this study in light of the aforementioned limitations.

Conclusion and Recommendations

This research has empirically ascertained that psychosocial work hazards had a significant negative relationship with the psychological wellbeing of academics in Southeast, Nigeria. Thus, psychosocial work hazards are major determinants of the psychological wellbeing of academics. Moreover, age of teachers is a very important factor when considering the psychological wellbeing of academics, while qualification does not have a significant influence on the wellbeing of the teachers. Thus, academics who are advanced in age tend to have better psychological wellbeing than teachers who are young. Based on the above, the researchers recommend that adequate arrangements should be made by employers of labour/teachers to create a working environment that is devoid of psychosocial work hazards or has little presence of psychosocial work hazards to improve the psychological wellbeing of academics. In order to ensure that teachers who are young maintain healthy psychological wellbeing, there is a need to fashion out coping or management strategies to assist them overcome the demands of their teaching responsibilities.

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