

Work-Place Incivility as a Predictor of Employee Physical, Mental, Emotional and Social Well-Being Among Private School Teachers in Makurdi Local Government Area of Benue State, Nigeria

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Abstract

This study examined workplace incivility as a predictor of employee physical, mental, emotional, and social well-being among private school teachers in Makurdi Local Government Area of Benue State, Nigeria. The study adopted a cross-sectional survey design. The population comprised 3,682 teachers in private secondary schools in Makurdi Local Government Area, from which a sample of 360 teachers was determined using the Taro Yamane formula. A multistage sampling technique was employed, involving cluster sampling to select schools across six locations in Makurdi, followed by simple random sampling to select 30 private secondary schools and 12 teachers from each selected school. Participants were teachers aged 20–60 years who had worked in their respective schools for at least one term. Data were collected using the Physical Well-Being Questionnaire (PWBQ-14), Mental Wellbeing Questionnaire, Emotional Well-Being Scale (EWBS), Social Well-Being Scale (SWBS), and a workplace incivility measure assessing discrimination, gossip, hostility, and sexual harassment. Four hypotheses were formulated and tested using Pearson Product-Moment Correlation. The findings revealed that overall workplace incivility had a significant negative relationship with physical well-being among private school teachers in Makurdi Local Government Area of Benue State, Nigeria. Also, workplace incivility had a significant relationship with mental well-being. Similarly, workplace incivility had significant negative relationships with emotional well-being. Finally, workplace incivility had significant negative relationships with social well-being among private school teachers in Makurdi Local Government Area of Benue State, Nigeria. The findings indicated that workplace incivility is associated with the dimensions of teachers' well-being when independently and jointly tested. The study therefore recommended among others the importance of promoting respectful interpersonal relationships, reducing workplace incivility, and strengthening supportive and healthy work environments in private secondary schools in Makurdi Local Government Area.

Keywords: *Workplace, incivility, physical well-being, mental well-being, emotional well-being, social well-being.*

Introduction

Employee well-being has become an important focus in organizational research because of its close relationship with employee performance, health, and long-term organizational success. It encompasses workplace, life, and psychological well-being (Zheng et al., 2015) and refers to the sense of prosperity derived from work through intrinsic and extrinsic work values and workers' core affect (Aryanti et al., 2020). Within the workplace, employee well-being reflects

how workers experience their job conditions and how these experiences influence their physical health, emotional resilience, psychological functioning, and professional purpose. It seeks to ensure that employees are safe, healthy, satisfied, and engaged while reducing stress, injury, and workplace-related difficulties (Scarlett, 2018). Similarly, the Society for Human Resource Management (2018) described employee well-being as encompassing the quality and safety of the physical work environment, employees' feelings about their work, workplace climate, and work organization. Effective well-being practices can reduce health risks, improve quality of life and happiness, enhance productivity, and support employee retention (Proto, 2016). The global state of employee well-being remains concerning. Gallup (2024) reported that only 35% of the global workforce considered themselves to be thriving, while 56% were struggling and nearly one in ten were suffering. Fisher et al. (2023) similarly stated that only 63% of workers in the United States, United Kingdom, Australia, and Canada rated their physical health as good or excellent, 58% rated their mental health similarly, 45% reported good social health, and only 35% reported good or excellent financial health. In Africa, employee well-being is further affected by poor compensation, job insecurity, long working hours, excessive workloads, toxic workplace cultures, and limited mental health support (Olabimitan et al., 2025). In Nigeria, WellNewMe and Dennis Ashley Medical Clinic (DAMC, 2020) reported that four in five employees were at risk of mental health problems, while 8% had an increased risk of developing depression. Zest (2020) conceptualized employee well-being as multidimensional, encompassing physical, mental, emotional, social, career, financial, and purpose/business well-being. However, for the present study, the focus is on physical, mental, emotional, and social well-being, as these dimensions directly reflect the experiences and functioning of private school teachers. Physical well-being refers to the extent to which employees are physically fit, energetic, resilient, and able to remain mentally alert while performing their duties (CHOYS, 2025). Physical health provides an important foundation for overall well-being and an engaged and productive workforce. Employees who eat well, sleep adequately, and maintain physical activity are better positioned to manage workplace tasks and challenges (Aryanti et al., 2020). Conversely, poor physical well-being may result in low motivation, increased stress and burnout, workplace errors, and slower recovery, affecting both employees and organizations (CHOYS, 2025). Physical and psychological health are also closely connected because physical well-being can support psychological functioning and help reduce symptoms of depression and anxiety. For private school teachers in Makurdi, therefore, physical well-being is important for sustaining the energy and capacity required for effective teaching. Mental well-being concerns clarity, concentration, effective functioning, and the ability to cope with anxiety and everyday demands. The World Health Organization (2025) described mental health as a state characterized by emotional well-being, appropriate behavioural adjustment, relative freedom from anxiety and disabling symptoms, constructive relationships, and the ability to cope with ordinary stresses. Mental well-being represents the positive aspect of mental health and concerns how individuals feel and function in everyday life (Khanna & Aeri, 2017). Meyerson et al. (2022) described it in terms of feeling good and functioning well, while Gautam et al. (2024) associate it with physical and behavioural health, purpose in life, participation in enjoyable activities, positive relationships, and contentment. Among teachers, good mental well-being supports stress management, positive relationships with students, effective classroom functioning, and a supportive learning environment, whereas poor mental well-being may contribute to reduced job satisfaction and burnout (Evans et al., 2022; Van Horn et al., 2024). Thus, mental well-being is particularly important for private school teachers who must manage teaching responsibilities, classroom demands, and interpersonal pressures. Emotional well-being involves the ability to recognize, accept, process, regulate, and appropriately express both positive and negative emotions. It includes managing feelings such as anger, fear, sadness, stress, hope, joy, love, and happiness in

constructive ways (University of Waterloo, 2024). Emotionally healthy employees are better able to cope with stress, setbacks, and workplace pressures without becoming overwhelmed and can adapt to changes while maintaining psychological balance (Nashwa, 2022). For teachers, emotional well-being has implications for their personal functioning, job performance, and interactions with students (Day & Gu, 2019). Teachers with positive emotional well-being are more capable of creating supportive classroom environments, managing student behaviour, maintaining positive teacher-student relationships, and experiencing greater job satisfaction. In contrast, poor emotional well-being can contribute to stress, burnout, and reduced teaching effectiveness (Gilar-Corbi et al., 2025). This dimension is therefore relevant to understanding how workplace experiences, including workplace incivility, may affect private school teachers in Makurdi. Social well-being refers to the quality of relationships and interactions individuals have with others and the extent to which they feel connected, supported, valued, and included within their social environment (Claudia, Jorge, & Shana, 2022). In the workplace, it involves employees' relationships with colleagues and managers, their sense of inclusion, and their feeling of belonging to a team or community (Enwezor & Obi, 2022). Positive social well-being can improve mental health, reduce stress, enhance happiness, and strengthen physical health, whereas loneliness, isolation, interpersonal conflict, and lack of support can negatively affect overall well-being. Among teachers, feeling socially supported and valued can enhance motivation, job satisfaction, effectiveness, teamwork, knowledge sharing, instructional practices, and professional growth. Conversely, interpersonal conflict, lack of recognition, and strained relationships with school leaders may undermine teachers' morale and effectiveness (Onwumbiko, 2024). Thus, incivility represents an emerging and subtle workplace problem that may undermine teachers' physical, mental, emotional, and social well-being. Examining workplace incivility as a predictor of these four dimensions among private school teachers in Makurdi Local Government Area is therefore important for understanding how negative interpersonal experiences at work may affect teachers' overall functioning and effectiveness.

Statement of the Problem

Teachers play an important role in the educational development of children and the achievement of school objectives. However, the well-being of teachers may be affected by negative interpersonal experiences in the workplace. Workplace incivility, expressed through behaviours such as discrimination, gossip, hostility and sexual harassment, represents a subtle but potentially harmful form of workplace mistreatment. Unlike more overt forms of aggression, incivility may appear relatively minor, yet repeated exposure to such behaviours can undermine employees' functioning and overall well-being. Among private school teachers in Makurdi Local Government Area, workplace demands, interpersonal relationships and organisational conditions may expose teachers to different forms of incivility. Such experiences may have implications for their physical well-being through fatigue, bodily discomfort and other health-related difficulties; mental well-being through psychological distress and reduced mental functioning; emotional well-being through negative emotions, frustration and reduced emotional stability; and social well-being through strained relationships, withdrawal and difficulties in maintaining positive interactions with colleagues and others. Although workplace incivility has received increasing attention in organisational and occupational research, limited attention has been given to how its specific forms relate to the different dimensions of employee well-being among private school teachers in Makurdi Local Government Area. In particular, there is insufficient local evidence on whether discrimination, gossip, hostility and sexual harassment significantly predict teachers' physical, mental, emotional and social well-being. This gap is important because the effects of workplace incivility may not be uniform across the different dimensions of well-being. Consequently, the

relationship between workplace incivility and these four dimensions of employee well-being, it may be difficult for school administrators and relevant educational authorities to identify the forms of incivility that require attention and develop appropriate measures for protecting teachers' well-being. The present study therefore seeks to examine workplace incivility as a predictor of physical, mental, emotional and social well-being among private school teachers in Makurdi Local Government Area of Benue State, Nigeria.

Literature Review

Workplace Incivility and Employee Physical Well-being

Hasson and Villaume (2026) investigated possible associations between prevalence of incivility and a multitude of indicators of physical health, stress, well-being, and the psychosocial work environment. A total of 1014 (20%) individuals enrolled in the cross-sectional study and responded to a questionnaire, partially or fully. We conducted *t*-tests to assess possible differences in the indicators between those responding "Yes" versus "No" regarding prevalence of incivility at their workplace. Incivility at work was related to statistically significant differences in mean values in 32 out of 33 key indicators of health, well-being, stress, recovery, and the psychosocial work environment. Those reporting a prevalence of incivility systematically exhibited worse ratings. The findings are in line with previous research. Although this study cannot infer causality, the profoundly systematic results indicate that the prevalence of workplace incivility is a bothersome problem that should be addressed. A single item about the prevalence of workplace incivility seems to be a feasible indicator of associations to a wide range of health-, stress-, well-being-, and psychosocially oriented work-related variables. Rylance (2025) investigated how workplace incivility affects employee well-being and workplace outcomes, with attention to the roles of loneliness and supervisor support. Guided by the Conservation of Resources theory, workplace incivility was conceptualized as a resource-draining process that fosters stress states such as loneliness. A key contribution of this study was examining the process through which incivility impacts employees, by testing loneliness as a mediating mechanism and supervisor support as a potential moderator. Using data from 178 participants, regression and mediation analyses were conducted, as well as a moderated mediation analysis. Consistent with previous research, workplace incivility predicted a higher number of physical health symptoms, greater psychological distress, higher burnout, increased absenteeism, and lower affective commitment. Loneliness mediated the relationship between incivility and all outcomes except absenteeism. Contrary to expectations, supervisor support did not significantly moderate these effects. Implications for theory and practice, as well as directions for future research, were discussed.

Workplace Incivility and Employee Mental Well-being

Koburtay et al. (2023) examined the relationship between workplace incivility and workers' psychological well-being. A related aim is to examine the link between workers' religiosity and their well-being, with workplace incivility moderating this nexus. Data were collected from 247 employees identified from private sectors (in Jordan and the UAE) via online-survey questionnaire. Factor analysis and hierarchical moderated multiple regression models were used to test the hypotheses. Study results show that workers' religiosity is positively and significantly associated with their psychological well-being, while workplace incivility is negatively (but insignificantly) associated with workers' psychological well-being. In addition, and contrary to our expectations and prior studies, our results suggest that workplace incivility strengthens the direct relationship between religiosity and well-being. The mechanism of this intersection may propose that rude and uncivil treatments positively predict self-blame, something that may lead the targets to become more religious to get recovery from different types of incivility and stressful life events. This study highlights the contextual applicability

and possible extension of the JD-R theory through extending its model to religiosity and well-being of employees in a diverse cultural context in the Middle East. Qiu and Zhang (2022) examined perceived servant leadership as a moderator between workplace incivility and psychological distress among nurses in Chinese hospitals. The study used a cross-sectional design and was conducted between September and October 2020. We recruited 1,604 nurses from 13 Chinese hospitals across different regions in China ranging from 18 to 55 years in age ($M = 28.48$ years, $SD = 6.53$ years). Multiple linear regression was used to analyze the data. The results showed that workplace incivility and perceived servant leadership, as well as their interaction, predicted nurses' psychological distress. Perceived servant leadership moderates the relationship between workplace incivility and psychological distress. The study concluded that servant leaders can create an ethical work climate, display empathy and compassion, and facilitate resilience. It was recommended that findings can assist hospital management with support from occupational health providers to recruit, train, and assess nursing supervisors. Also, occupational health providers in collaboration with nursing administration can monitor incivility, psychological distress, servant leadership levels, and impact. Abualigah et al. (2021) examined the relationship between workplace incivility and employees' psychological well-being, and the moderating effect of religiosity on this relationship. Drawing on a sample of 199 employees from different industries in Jordan, such as hospitality, banks, healthcare and education, the findings suggest that workplace incivility negatively affects employees' well-being, and religiosity buffers this adverse effect. Our study brings to fore the concept of religiosity, an important yet neglected personal resource, and therefore expands the evidence on personal resources in the workplace. The findings extend the notion of JD-R theory through capturing the linkages between workplace incivility, religiosity, and psychology.

Workplace Incivility and Employee Emotional Well-being

Hayat et al. (2025) investigated the impact of workplace incivility on employee well-being through the mediating role of emotional exhaustion in the hotel industry of Pakistan. The moderating roles of emotional intelligence and resilience were also tested. Data were collected from 337 hotel employees in Pakistan and analysed using SPSS and PLSc-SEM. Results from two-wave data revealed that workplace incivility significantly influences emotional exhaustion and employee well-being. Emotional intelligence and resilience significantly moderate the relationships between workplace incivility, emotional exhaustion, and employee well-being. The findings advance our understanding of personal cognitive factors that can help employees cope with social stressors at work and shed light on prevention and intervention strategies for improving well-being in non-Western contexts. Tarab (2025) undertook a study on workplace incivility and emotional exhaustion: A moderated mediation examination. Drawing upon conservation of resources theory, a moderated mediation framework is hypothesised where workplace incivility predicts emotional exhaustion in employees, and organisational social capital is identified as a critical resource mediating the mechanism. In addition, irresponsible leadership is tested as a boundary condition influencing this relationship. A cross-sectional study using an online questionnaire collected data from a heterogeneous sample of 410 Indian service sector employees providing evidence for the hypothesised relationships. Results confirm that participants experiencing higher levels of incivility reported greater levels of emotional burnout. This outcome was affected by irresponsible leadership such that the higher the levels of irresponsible leadership, the more the social capital is undermined and emotional exhaustion rises in employees. Omotoye et al. (2024) elucidated how incivility impacts emotional well-being and functional performance in a healthcare setting. A cross-sectional survey was employed to collect data from 311 healthcare worker personnel. Structured questionnaires measure workplace incivility, emotional exhaustion, and adaptive performance. Data was analyzed using SPSS 27 and SmartPLS 4.0 to test the formulated hypotheses. The

results indicate that workplace incivility is significantly negatively related to adaptive performance and positively related to emotional exhaustion. Emotional exhaustion was found to negatively impact adaptive performance and mediate the relationship between workplace incivility and adaptive performance. It was concluded that organizations should address workplace incivility through policies and interventions that promote respectful communication, conflict resolution, and emotional intelligence. A supportive culture can protect employees' emotional resources and enhance adaptive performance. Access to employee assistance programs (EAPs) and stress management resources is also recommended.

Work-place Incivility and Employee Social Well-being

Tam et al. (2024) investigated workplace incivility and frontline employees' subjective well-being: the role of work-home enrichment and coping strategies. The survey data were gathered from 266 frontline employees (FLEs) working in different banks in Vietnam, using a convenience sampling technique. The partial least squares structural equation modeling (PLS-SEM) technique was employed. The results show that coworker incivility (COWI) predicts a lower level of WFE, which in turn is associated with SWB, while supervisor incivility is not. The authors also found that coping strategies moderate the adverse influence of COWI on employees' WFE. Although much research has been conducted on the predictors of SWB, little is known about how WI and WFE together impact SWB, and insight into how to buffer the effects of WI are also lacking. This study thus fills a gap in the literature. Implications for theory, practice and future research are discussed. Kuriakose et al. (2023) analyzed the direct relationship between workplace incivility and employee well-being among frontline hotel employees. Anchoring on affective events theory, this study also analyzes the explanatory role of loneliness and the role of workplace social support as a boundary condition influencing the proposed relationships in the model. Responses were collected from 243 frontline hotel employees using established scales in two-time points through survey method. The proposed hypotheses were analyzed using SPSS PROCESS macros. The results confirmed the detrimental effect of incivility at work on employee well-being and the mediating role of loneliness at work. This study has also demonstrated that workplace social support conditions the mediated effect of workplace incivility on employee well-being via loneliness. This study has vital practical implications for mitigating the adverse effects of workplace incivility on employee well-being through loneliness at work by developing interventions that foster social support among employees. This study also provides directions to reduce workplace incivility and loneliness at work. The study provided a unique understanding of the consequences of workplace incivility on employee well-being. To the best of the authors' knowledge, this could be the first study that has established loneliness as a pathway linking workplace incivility and employee well-being. This study results have unique significance in the management of hospitality employees. Kuriakose and Sreejesh (2023) analysed the conditional role of workplace social support and psychological detachment in the relationship between two types of incivility and feeling of helplessness. The two types of workplace incivility that this study looked at were co-worker and customer incivility. To test the hypotheses, the study collected data through a structured questionnaire, and responses were collected randomly from three hundred and fifty frontline hotel employees. Confirmatory factor analysis (CFA) was used to evaluate the scale's psychometric properties, and structural equation modelling (SEM) was used to test the proposed study hypotheses. The findings showed that employee well-being is negatively impacted by both types of incivility, with helplessness serving as an important mediator in this association. Moderating effect of social support at work in the relationship between two types of workplace incivility and helplessness were found. However, the study found support for the moderating role of psychological detachment in the relationship between customer incivility and helplessness only. The study has vital theoretical implications and

provides valuable guidelines for hotel managers to reduce the adverse effects of incivility at work on employees.

Hypotheses

The following hypotheses were formulated and tested in the study:

- i. There will be a significant influence of workplace incivility on Physical Well-being among private school teachers in Makurdi.
- ii. There will be a significant influence of workplace incivility on mental well-being among private school teachers in Makurdi.
- iii. There will be a significant influence of workplace incivility on emotional well-being among private school teachers in Makurdi
- iv. There will be a significant influence of workplace incivility on social well-being among private school teachers in Makurdi.

Method

Design

This study adopted a cross-sectional survey design. This design involves using a population or group of people who differ in the variables of interest, but share similarities in other characteristics (Lee, 1994). The justification for this was that the study was carried out at a point in time and not a follow-up or longitudinal study. This makes it a cross-sectional study. It is also a survey, not an experiment as questionnaires were used in collecting data for the study.

Sample Size Determination

Taro Yamane formula for sample size was used to calculate the sample size from a population of 3, 682 private school teachers.

$$\text{Taro Yamane Formula given as: } n = \frac{N}{(1+N(e)^2)}$$

Where:

N= the population size

e = level of significance

n = the sample size required

$$n = \frac{3682}{(1+3682(0.05)^2)}$$

$$n = \frac{3682}{1+3682 (0.0025)}$$

$$n = \frac{3682}{1+9.205}$$

$$n = \frac{3682}{10.205}$$

$$n = 360.803$$

Therefore, the sample size was 360 teachers.

Sampling Technique

In sampling the teachers, the researcher employed multi-stage sampling. First cluster sampling was used considering the fact that schools are located in different parts of Makurdi LGA. The locations are North Bank, Wadata, High Level, Wurukum, Modern Market, Gboko Road and Otukpo Road/Apir. There after a simple random sampling technique was used to select six schools from each location. This means that thirty (30) private secondary schools in Makurdi were randomly selected. Secondly, in each of the thirty (30) selected schools, twelve (12) teachers were randomly selected. Therefore, a total of 360 copies of the questionnaire were issued to the respondents in the 30 private secondary schools.

Participants

Participants for the study were the 360 teachers in private secondary schools in Makurdi, Benue State. Teachers that have stayed with the schools for a minimum of one term were selected to respond to the questionnaire. The participants were made up of male and female teachers. The participants' age range was between 20-60 years. The choice of teachers with one term experience in the schools is to ensure that the selected teachers have stayed in the school long enough to experience incivility.

Instruments

Physical Well-Being Questionnaire: The Physical Well-Being Questionnaire (PWBQ-14) was developed by Aaron et al. (2005). The questionnaire grouped physical well-being into four empirically-derived subscales: gastrointestinal problems, headaches, sleep disturbances and respiratory illness. This instrument contains fourteen items that assess the frequency of common physical health symptoms on a Likert scale and was validated using exploratory and confirmatory factor analysis.

Mental Well-Being Questionnaire: The Mental Wellbeing Questionnaire was developed by World Health Organisation (WHO, 2015). It contains five items on a scale five scale with options ranging from none of the time (1), rarely (2), sometimes (3), often time (4) and at all times (5). Its internal consistency was adequate with Cronbach's alpha of 0.868.

Emotional Well-Being Scale: This was adopted from Simşek et al. (2011). The Emotional Well-Being Scale (EWBS) includes two subscales; positive emotional well-being (items 1-7) and negative emotional well-being (8-14), totaling 14 self-report items. The internal consistency of the two subscales was reported as $\alpha = 0.89$ and $\alpha = 0.88$. These values indicate high internal reliability, meaning the items consistently measure the intended construct of emotional well-being. The responses and their scoring were 1 = Very slightly or not at all, 2 = A little, 3 = Moderately, 4 = Quite a bit and 5 = Extremely. Typically, the negative items (8–14) are reverse-scored, and all item scores are summed for an overall emotional well-being score. Higher scores indicate greater emotional well-being.

Social Well-Being Scale: The Social Well-Being Scale (SWBS) was developed by Corey (1998). Reported Cronbach's alpha for the total social well-being scale was approximately $\alpha = 0.72$ in the original sample. Response Format was 5-point Likert Scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA). Reverse score negatively worded items (Items 5, 15, 25). Compute subscale scores by summing items within each dimension. Higher scores indicate higher workplace social well-being.

Procedure

The researcher collected a letter of introduction from the Department of Psychology, Rev. Fr. Moses Orshio Adasu University, Makurdi and obtained approval from the Benue State Ministry of Education and Knowledge Management. The letter of approval from the Ministry of Education and Knowledge Management was presented to the Principals of the various private secondary schools in Makurdi to collect data from teachers in their schools. Data were collected using the face to face method. The researcher and three research assistants were involved in data collection. The researcher and the research assistants visited all the teachers in the selected private secondary schools and administered the questionnaires. In order to avoid missing copies of the questionnaires, the researcher/research assistants retrieved the questionnaires after the respondents have filled/responded on the same day. A duration of five working days was used for data collection.

Data Analysis

Data collected were analysed using multiple linear regression analysis to determine the influence of workplace incivility on workplace wellbeing. On the whole, Statistical Package for the Social Sciences (SPSS) version 22 was used as a package for the data analysis.

Results

The results obtained for this study are presented in tables according to the stated and tested hypotheses.

Table 1: Pearson Moment Product Correlation of influence of workplace incivility on Physical Well-being among private school teachers in Makurdi

Variable		Physical Wellbeing
Discrimination	Pearson Correlation	-.288
	Sig. (2-tailed)	.000
	N	360
Gossip	Pearson Correlation	-.254**
	Sig. (2-tailed)	.000
	N	360
Hostility	Pearson Correlation	.112**
	Sig. (2-tailed)	.037
	N	360
Sexual Harassment	Pearson Correlation	-.139
	Sig. (2-tailed)	.009
	N	360
Incivility	Pearson Correlation	-.272**
	Sig. (2-tailed)	.000
	N	360

Table 1 showed that discrimination had a very low negative correlation with physical well-being ($r = -.288$, $n = 360$), indicating that the relationship between discrimination and physical well-being was negative but very weak. This means that increase in discrimination reduces employee physical well-being. Gossip also showed a very low negative correlation with physical well-being ($r = -.254$, $n = 360$), suggesting a weak negative relationship between gossip and teachers' physical well-being. This implies that increase in gossip slightly reduces employee physical well-being. The findings further revealed that hostility had a very low positive correlation with physical wellbeing ($r = .0112$, $n = 360$), indicating a weak positive relationship with physical well-being. This implies that even when hostility increases, employee physical well-being will increase. Sexual harassment showed a very low negative correlation with physical well-being ($r = -.139$, $n = 360$), implying a weak negative relationship between sexual harassment and teachers' physical well-being. This implies that increase in sexual harassment reduces employee physical well-being. In addition, workplace incivility had a very low positive correlation with physical well-being ($r = -.272$, $n = 360$). The findings generally suggest that workplace incivility had little influence on the physical well-being of private school teachers in Makurdi because the relationships observed were very weak.

Table 2: Pearson Moment Product Correlation of influence of workplace incivility on mental well-being among private school teachers in Makurdi

Variable		Mental Well-being
Discrimination	Pearson Correlation	.021**
	Sig. (2-tailed)	.687
	N	360
Gossip	Pearson Correlation	.096
	Sig. (2-tailed)	.069
	N	360
Hostility	Pearson Correlation	.076*
	Sig. (2-tailed)	.160
	N	360
Sexual Harassment	Pearson Correlation	-.033
	Sig. (2-tailed)	.539
	N	360
Incivility	Pearson Correlation	.059**
	Sig. (2-tailed)	.285
	N	360

Table 2 showed that discrimination had a very low positive correlation with mental well-being ($r = .021$, $n = 360$), indicating that the relationship between discrimination and mental well-being was positive but very weak. Increase discrimination slightly increase mental well-being. Gossip also showed a very low positive correlation with mental well-being ($r = .096$, $n = 360$), suggesting a weak positive relationship between gossip and teachers' mental well-being. The findings further revealed that hostility had a very low positive correlation with mental well-being ($r = .076$, $n = 360$), indicating a weak positive relationship with mental well-being. This means that increase in hostility will slightly increase mental well-being. Sexual harassment showed a very low negative correlation with mental well-being ($r = -.033$, $n = 360$), implying a weak negative relationship between sexual harassment and teachers' mental well-being. This implies that increase in sexual harassment reduce mental well-being. In addition, workplace incivility had a very low positive correlation with mental well-being ($r = .059$, $n = 360$). The findings generally suggest that workplace incivility had little influence on the mental well-being of private school teachers in Makurdi because the relationships observed were very weak.

Table 3: Pearson Moment Product Correlation of influence of workplace incivility as predictor of emotional well-being among private school teachers in Makurdi

Variable		Emotional Wellbeing
Discrimination	Pearson Correlation	-.063**
	Sig. (2-tailed)	.234
	N	360
Gossip	Pearson Correlation	-.194*
	Sig. (2-tailed)	.000
	N	360
Hostility	Pearson Correlation	.048
	Sig. (2-tailed)	.375
	N	360
Sexual Harassment	Pearson Correlation	-.251

Incivility	Sig. (2-tailed)	.000
	N	360
	Pearson Correlation	-.244**
	Sig. (2-tailed)	.000
	N	360

Table 3 showed that workplace incivility had mixed relationships with emotional well-being among private school teachers in Makurdi. Discrimination had a very low negative correlation with emotional well-being ($r = -.063$, $n = 360$), indicating that increased discrimination was associated with a slight reduction in emotional well-being among teachers. Gossip also showed a low negative correlation with emotional well-being ($r = -.194$, $n = 360$), suggesting that higher levels of gossip were associated with lower emotional well-being among teachers. The findings further revealed that hostility had a very low positive correlation with emotional well-being ($r = .048$, $n = 360$), indicating a weak positive relationship between hostility and emotional well-being. Sexual harassment showed a low negative correlation with emotional well-being ($r = -.251$, $n = 360$), implying that increased sexual harassment was associated with reduced emotional well-being among teachers. In addition, workplace incivility had a low negative correlation with emotional well-being ($r = -.244$, $n = 360$), indicating that higher levels of workplace incivility were associated with lower emotional well-being among private school teachers in Makurdi. Overall, the findings suggest that workplace incivility generally has a negative influence on emotional well-being, particularly through gossip, sexual harassment, and overall incivility.

Table 4: Pearson Moment Product Correlation of workplace incivility as a predictor of social well-being among private school teachers in Makurdi

Variable		Social Wellbeing
Discrimination	Pearson Correlation	-.244
	Sig. (2-tailed)	.000
	N	360
Gossip	Pearson Correlation	-.126
	Sig. (2-tailed)	.017
	N	360
Hostility	Pearson Correlation	.134
	Sig. (2-tailed)	.013
	N	360
Sexual Harassment	Pearson Correlation	-.027**
	Sig. (2-tailed)	.620
	N	360
Incivility	Pearson Correlation	-.155
	Sig. (2-tailed)	.005
	N	360

Table 5 showed that workplace incivility had varying relationships with social well-being among private school teachers in Makurdi. Discrimination had a low negative correlation with social well-being ($r = -.244$, $n = 360$), indicating that increased discrimination was associated with reduced social well-being among teachers. Gossip also showed a low negative correlation with social well-being ($r = -.126$, $n = 360$), suggesting that higher levels of gossip were associated with lower social well-being. These findings imply that workplace incivility may adversely affect teachers' interpersonal relationships, sense of belonging, and overall social interaction within the school environment. The findings further revealed that hostility had a very low positive correlation with social well-being ($r = .134$, $n = 360$), indicating a weak

positive relationship between hostility and social well-being. Sexual harassment showed a very low negative correlation with social well-being ($r = -.027$, $n = 360$), implying a negligible negative relationship between sexual harassment and social well-being. In addition, workplace incivility had a low negative correlation with social well-being ($r = -.155$, $n = 360$), indicating that increased workplace incivility was associated with reduced social well-being among private school teachers in Makurdi. Overall, the findings suggest that workplace incivility generally has a weak to moderate negative influence on social well-being, particularly through discrimination, gossip, and overall incivility.

Discussion

The first hypothesis of this study sought to find out if there would be a significant influence of workplace incivility on physical well-being among private school teachers in Makurdi. The finding revealed a significant negative relationship between workplace incivility and physical well-being. This implies that higher levels of workplace incivility were associated with lower levels of physical well-being among private school teachers in Makurdi. The finding suggested that repeated experiences of discrimination, gossip, sexual harassment and other uncivil behaviours may be associated with physical discomfort, fatigue, stress-related physical symptoms or other difficulties in teachers' physical functioning. The finding is consistent with Hasson and Villaume (2026), who investigated workplace incivility and a range of health, stress, well-being, recovery and psychosocial work-environment indicators among 1,014 employees in Sweden. Similarly, the finding also agrees with Rylance (2025) who found that incivility predicted a higher number of physical health symptoms, psychological distress, burnout and absenteeism. Loneliness was also found to mediate the relationship between incivility and several of the outcomes. The second hypothesis was tested to find out if there would be a significant influence of workplace incivility on mental well-being among private school teachers in Makurdi. The finding revealed that workplace incivility was significantly related to mental well-being. The finding is consistent with Koburtay and Abualigah (2023) who found among employees of private sector in Jordan and the United Arab Emirates that workplace incivility was negatively associated with psychological well-being. Also, Qiu and Zhang (2022) found that workplace incivility significantly predicted psychological distress, with servant leadership moderating the relationship. Thus, the psychological consequences of incivility may vary according to the nature of the occupation and the resources available to employees. Relatedly, Abualigah et al. (2021) that religiosity could buffer the adverse effect of workplace incivility. This indicate that personal resources, coping mechanisms, social support and cultural factors can shape how employees respond psychologically to uncivil treatment.

The third hypothesis was to find out whether workplace incivility would significantly influence emotional well-being among private school teachers in Makurdi. The finding revealed a significant negative relationship between workplace incivility and emotional well-being. This indicates that higher levels of workplace incivility were associated with lower levels of emotional well-being among the teachers. The finding is consistent with Hayat et al. (2025), who investigated workplace incivility and employee well-being among employees in Pakistan. The similarity suggests that uncivil workplace interactions can consume employees' emotional resources and may be reflected in poorer emotional well-being. Also, Tarab (2025) found that employees in Indian service-sector employees experiencing higher levels of workplace incivility reported greater emotional exhaustion. This supports the present finding because emotional exhaustion represents an important manifestation of depleted emotional resources, while the present study demonstrates that overall workplace incivility is negatively associated with emotional well-being. Similarly, Omotoye et al. (2025) found that workplace incivility was positively related to emotional exhaustion, while emotional exhaustion negatively affected

adaptive performance. The findings suggest that the emotional consequences of workplace incivility are observable among Nigerian employees in different occupational settings. The fourth hypothesis tested the effect of workplace incivility on social well-being among private school teachers in Makurdi. The finding revealed a significant negative relationship between workplace incivility and social well-being. This implies that higher levels of workplace incivility were associated with lower social well-being among private school teachers. Although the relationship was weak, it was statistically significant, suggesting that workplace incivility is associated with teachers' interpersonal and social functioning within the school environment. The finding is consistent with Kuriakose et al. (2023) who found that workplace incivility had a detrimental effect on employee well-being, with workplace loneliness mediating the relationship. Workplace social support also moderated the mediated relationship. This provides an important explanation for the present finding because repeated uncivil interactions may weaken employees' sense of belonging and connectedness, thereby reducing their social well-being. Similarly, Kuriakose and Sreejesh (2023) found that both coworker and customer incivility negatively affected employee well-being, with helplessness serving as an important mediator. This suggests that social resources within the workplace may help employees manage the adverse interpersonal consequences of incivility. Also, Tam and Trang (2024) found that, coworker incivility predicted lower work-family enrichment, which was associated with subjective well-being. The finding supports the view that workplace interpersonal experiences may extend beyond the immediate workplace and affect employees' broader social and relational functioning.

Conclusion

Based on the findings obtained from the study, it was concluded that:

- i. Workplace incivility has varying relationships with the physical dimension of employee well-being among private school teachers in Makurdi.
- ii. Also, workplace incivility was related to mental well-being among private school teachers in Makurdi.
- iii. The study also established that workplace incivility was significantly and negatively related to emotional well-being among private school teachers in Makurdi.
- iv. Finally, workplace incivility was significantly and negatively related to social well-being. This suggests that uncivil workplace experiences may be associated with poorer interpersonal and social functioning among private school teachers.

Recommendations

Based on the findings of the study, the following recommendations were made:

- i. Private school proprietors and administrators should establish clear workplace civility policies. Such policies should clearly define discrimination, gossip, hostility, sexual harassment and other forms of uncivil workplace behaviour and specify appropriate procedures for reporting and addressing such behaviours.
- ii. School administrators should develop confidential mechanisms for reporting workplace incivility. Teachers should be able to report experiences of discrimination, gossip, harassment and other uncivil behaviours without fear of victimisation or loss of employment.
- iii. Private schools should organise regular interpersonal communication and conflict-management training for teachers and school administrators. Such programmes should emphasise respectful communication, emotional regulation, constructive feedback, empathy, teamwork and appropriate methods of resolving interpersonal disagreements.
- iv. School management should pay particular attention to gossip and sexual harassment. The findings showed that gossip was significantly associated with both emotional and social well-being, while sexual harassment was significantly associated with emotional well-being.

Contribution to Knowledge

This study has made important contributions to the existing body of knowledge on workplace incivility and employee well-being in several ways. First, the study provides context-specific empirical evidence on workplace incivility among private school teachers in Makurdi, Benue State, Nigeria. The present study extends this body of evidence to private-school teachers, thereby providing empirical information about the relationship between workplace interpersonal experiences and teacher well-being within the Nigerian educational context.

Second, the study contributes to knowledge by examining four distinct dimensions of employee well-being physical, mental, emotional and social well-being within the same study. This multidimensional approach demonstrates that workplace incivility does not necessarily relate to all aspects of employee well-being in the same manner. This provides a more differentiated understanding of the relationship between workplace incivility and employee well-being.

Finally, the study contributes to future research by establishing a basis for examining mechanisms and protective factors that may explain the relationship between workplace incivility and employee well-being.

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