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SUPERVISORY MENTORING AS A PREDICTOR OF TEACHING EFFECTIVENESS AMONG ACADEMIC STAFF OF THE UNIVERSITY OF UYO

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Abstract

This study investigates the influence of supervisory mentoring as a predictor of teaching effectiveness among academic staff of the University of Uyo. A survey research design was employed, and primary data were obtained through the administration of a structured questionnaire. From a total population of 1,150 academic staff, a sample size of 288 respondents was determined using the Krejcie and Morgan (1970) sample size determination table. The respondents were selected using a simple random sampling technique to ensure representativeness. Data collected were analyzed using regression analysis. The results revealed that career-related support has a statistically significant and positive influence on teaching effectiveness among academic staff of the University of Uyo. Similarly, psychosocial support was found to exert a significant and positive effect on teaching effectiveness. Furthermore, the results of the multiple regression analysis demonstrated that career-related support and psychosocial support jointly have a significant and positive effect on teaching effectiveness. Based on these findings, the study concluded that supervisory mentoring, as operationalized through career-related and psychosocial support, plays a critical role in enhancing the teaching effectiveness of academic staff at the University of Uyo. Consequently, it is recommended that the University of Uyo should develop, implement, and strengthen structured career-related and psychosocial support mechanisms. Such mechanisms may include professional development programs, formal mentoring arrangements, promotion and career advancement opportunities, counseling services, stress management initiatives, and peer support networks, as these interventions have been empirically shown to significantly enhance teaching effectiveness.

Keywords: Supervisory Mentoring, Career-related Support, Psychosocial Support, Teaching Effectiveness and Academic Staff.

1. Introduction

Universities rely extensively on the productivity, competence, and professional commitment of their academic staff to fulfil their core mandates of teaching, research, and community service. Among these responsibilities, teaching effectiveness remains the most visible indicator of academic job performance because it directly influences student learning outcomes, institutional reputation, and overall educational quality. In recent years, concerns regarding

declining instructional quality and increasing workload pressures have intensified scholarly interest in organizational practices that can strengthen staff capacity and enhance performance. One such practice attracting growing attention is supervisory mentoring.

Supervisory mentoring within academic environments involves the guidance, support, and developmental interactions provided by senior academics to their junior or less experienced colleagues (Nuis *et al.*, 2023).

In universities such as the University of Uyo, where promotion requirements, research expectations, and teaching responsibilities continue to increase, mentoring is increasingly recognized as a strategic developmental tool. Supervisors who serve as mentors not only oversee administrative and academic assignments but also assist mentees in navigating professional challenges, building competence, and integrating effectively into the academic culture (Abiodun-Oyebanji & Oyedeji, 2022; Iheoma Erondu, 2024).

Two key dimensions of supervisory mentoring are frequently emphasized, namely career related support and psychosocial support. Career related support includes functions such as coaching, sponsorship, role modelling of academic professionalism, providing feedback on teaching and research, facilitating access to resources, and helping mentees understand promotion criteria and career pathways (Al Achkar *et al.*, 2023; Adetayo *et al.*, 2023). Within the academic context, career related mentoring is essential because many early career lecturers struggle to align their teaching methods, research output, and service activities with institutional expectations. When supervisors offer active guidance in these areas, it can significantly improve teaching preparation, curriculum development, assessment practices, and classroom management, ultimately enhancing teaching effectiveness (Abiodun-Oyebanji & Oyedeji, 2022).

Psychosocial support, on the other hand, focuses on interpersonal encouragement, counselling, emotional support, and the establishment of a trusting professional relationship (Dickson *et al.*, 2021). This aspect of mentoring is particularly crucial in universities where staff often experience stress arising from heavy workloads, pressure to publish, and interpersonal conflicts. Supervisors who provide psychosocial mentoring help create a sense of belonging and confidence, reduce anxiety, and enable mentees to develop a stronger professional identity (Zhang *et al.*, 2025). These positive psychological conditions can lead to increased motivation, enthusiasm for teaching,

improved communication with students, and greater commitment to instructional excellence.

At the University of Uyo, where academic staff diversity is expanding and institutional demands continue to evolve, the influence of supervisory mentoring on performance, particularly teaching effectiveness, warrants empirical investigation. Although informal mentoring occurs in many departments, the extent to which mentoring practices directly predict job performance outcomes remains unclear. Understanding this relationship is essential for developing staff development policies, strengthening leadership capacity among senior academics, and improving overall teaching quality.

Consequently, this study seeks to determine the extent to which supervisory mentoring, through its career related support and psychosocial support functions, predicts teaching effectiveness among academic staff of the University of Uyo. Insights from this study will provide evidence based guidance for human resource development strategies aimed at enhancing academic performance and promoting institutional effectiveness.

Teaching effectiveness remains a central determinant of educational quality in universities, yet concerns persist regarding inconsistencies in instructional performance among academic staff at the University of Uyo. Despite the presence of senior academics who could provide developmental guidance, many early career lecturers continue to struggle with challenges related to teaching preparation, curriculum delivery, classroom management, research expectations, and professional adjustment. Although supervisory mentoring is acknowledged as a potential mechanism for enhancing staff capability, its practice within departments appears largely informal, unstructured, and unevenly implemented. Consequently, it is unclear whether the career related and psychosocial support functions of supervisory mentoring meaningfully contribute to improvements in teaching effectiveness. The absence of empirical evidence on this relationship creates a gap that limits the design of effective staff development

strategies and impedes efforts to enhance instructional quality. This study is therefore necessitated by the need to determine the extent to which supervisory mentoring predicts teaching effectiveness among academic staff of the University of Uyo.

The main objective of this study was to examine the effect of supervisory mentoring on teaching effectiveness among academic staff of the University of Uyo. The specific objectives are to:

- i. Examine the influence of career-related support on teaching effectiveness among academic staff of the University of Uyo.
- ii. Investigate the effect of psychosocial support on teaching effectiveness among academic staff of the University of Uyo.
- iii. Assess the joint influence of career-related support and psychosocial support on teaching effectiveness among academic staff of the University of Uyo.

Research Questions

- i. To what extent does career-related support influence teaching effectiveness among academic staff of the University of Uyo?
- ii. How does psychosocial support affect teaching effectiveness among academic staff of the University of Uyo?
- iii. What is the joint influence of career-related support and psychosocial support on teaching effectiveness among academic staff of the University of Uyo?

Hypotheses of the Study

- H₀₁:** Career-related support has no significant influence on teaching effectiveness among academic staff of the University of Uyo.
- H₀₂:** Psychosocial support has no significant effect on teaching effectiveness among academic staff of the University of Uyo.
- H₀₃:** Career-related support and psychosocial support do not jointly have a significant influence on teaching effectiveness among academic staff of the University of Uyo.

2. Literature Review

2.1 Conceptual Review

Supervisory mentoring

Supervisory mentoring is a structured, developmental relationship in which a senior professional guides, supports, and evaluates a junior colleague to enhance competence, confidence, and career growth. It combines oversight with intentional coaching, ensuring that performance standards are met while providing personalized guidance, constructive feedback, and opportunities for skill advancement (Edem *et al.*, 2025). In Nigerian universities, supervisory mentoring is vital for strengthening academic staff capacity. Senior lecturers and professors mentor early-career academics in research design, publication skills, teaching methods, and academic ethics. This support helps new staff navigate institutional expectations such as securing grants, maintaining quality teaching, and progressing through promotion ranks. Effective supervisory mentoring also fosters a collaborative research culture, reduces professional isolation, and accelerates productivity, ultimately improving the overall quality of scholarship and teaching across Nigerian higher-education institutions (Idubor & Adekunle, 2022)

Career-related Support

Career-related support for academic staff in Nigerian universities involves structured guidance, professional development, and mentoring to enhance teaching, research, and administrative skills. It includes workshops, seminars, and training on career progression, grant writing, and leadership. Such support fosters skill diversification, productivity, and job satisfaction, while aligning staff goals with institutional objectives (Abodunde, 2018). Mentorship programs and performance appraisals further facilitate career planning, enabling academics to achieve promotions, secure research funding, and contribute effectively to national and global knowledge production (Idakwoji & Makolo, 2022). This holistic approach strengthens both individual growth and institutional excellence.

Psychosocial Support

Psychosocial support (PSS) encompasses emotional, social, and psychological interventions aimed at enhancing individual well-being, resilience, and coping mechanisms during stress or crises. It integrates counseling, peer support, stress management, and community engagement to address mental health challenges and improve social functioning (Lyons *et al.*, 2021; Vesel *et al.*, 2015). For academic staff in Nigerian universities, PSS is critical given increasing workload pressures, research demands, administrative duties, and limited institutional support. Effective psychosocial interventions can reduce burnout, enhance job satisfaction, and promote professional productivity (Onwumere *et al.*, 2025). Universities that implement structured PSS programs such as counseling services, mentorship, and stress management workshops can foster a healthier academic environment, ultimately improving teaching quality, research output, and staff retention (Ehsanian *et al.*, 2025).

Teaching Effectiveness

Teaching effectiveness refers to the ability of an educator to facilitate meaningful learning, foster critical thinking, and achieve intended educational outcomes. It encompasses not only mastery of subject matter but also pedagogical skills, classroom management, communication abilities, and the capacity to engage students actively (Bhuttah *et al.*, 2024). Effective teaching is evidenced by student learning outcomes, satisfaction, and the ability to inspire lifelong learning. Key components include clarity of instruction, use of diverse teaching strategies, continuous assessment, feedback mechanisms, and adaptability to students' needs and learning styles (Bhuttah *et al.*, 2024; Brandmo & Gamlem, 2025).

In the context of academic staff in Nigerian universities, teaching effectiveness is particularly critical due to challenges such as large class sizes, inadequate infrastructure, and limited access to contemporary teaching resources. Academic staff must balance teaching with research and administrative duties, making efficiency and quality in instruction essential. Effective teaching in Nigerian universities requires

incorporating innovative pedagogical approaches, leveraging technology where possible, and fostering interactive learning environments despite resource constraints (Usi *et al.*, 2024; Ajayi, 2024). Enhancing teaching effectiveness among academic staff can lead to improved student performance, higher retention rates, and greater national and global recognition of Nigerian universities' academic standards.

2.2 Theoretical Framework

The study is grounded in Social Learning Theory developed by Albert Bandura in 1977. The theory posits that individuals acquire behaviours, skills, and attitudes through observation, imitation, and modeling (Alshobramy, 2019). Social Learning Theory within supervisory mentoring, it explains how mentees learn professional conduct and instructional strategies by observing supervisors' expertise, feedback practices, and problem-solving approaches. Supervisors function as models whose behaviours offer cognitive blueprints that mentees internalise through guided practice and reinforcement, thereby enhancing self-efficacy and enabling more effective application of skills in authentic teaching contexts (Arnsby *et al.*, 2025; Okoed *et al.*, 2025). For teaching effectiveness, the theory supports practices in which teachers model clarity, enthusiasm, reflective thinking, and ethical conduct, encouraging students to replicate these behaviours. It further emphasises the importance of reinforcement and social interaction in maintaining productive classroom engagement. Thus, Social Learning Theory provides a robust academic foundation for understanding how supervisory mentoring fosters educators' professional growth and strengthens teaching effectiveness through modelling and supportive feedback.

2.3 Empirical Review

Edema *et al.* (2024) investigates the effect of mentoring on the quality of service delivery in Nigerian public universities. They adopted a cross-sectional survey research design, administering a questionnaire to a sample of 1,900 respondents. Structural equation modeling (SEM) was used to estimate the relationships in the model. The findings revealed that supervisory

mentoring and career development mentoring significantly influence the quality of service delivery. In addition, peer review mentoring and role modeling also have a significant positive effect. The study further indicates that organizational culture moderates the relationship between mentoring and service quality.

Faleye *et al.* (2024) examined the influence of supervisor support and career mentoring on succession planning in the Nigerian public sector. The study specifically investigated how these factors affect succession planning within public universities in Ekiti State. A descriptive survey research design was adopted, and the population consisted of public university staff. A sample of 370 participants was selected, and primary data were collected through a structured questionnaire and analyzed using multiple regression analysis. The findings revealed that both supervisor support and career mentoring significantly influence succession planning. The study concluded that these factors are critical for effective succession planning in the Nigerian public sector

Idubor and Adekunle (2022) investigates the adoption and practice of mentoring among academics in three universities in Edo State, Nigeria. The study employed a survey research design, administering a structured questionnaire to 459 academic staff across the three universities. The data were analyzed using descriptive statistics and the Binomial test. Findings revealed that mentoring, though not formalized, was widely practiced in these universities. Both senior and junior lecturers agreed that mentoring is important for guiding younger colleagues in improving their job performance.

Idakwoji and Makolo (2022) examine the impact of staff development programmes on the performance of academic staff in Colleges of Education in the North-Central Geographical Zone of Nigeria. The study aimed to determine the effects of in-service training, mentoring, orientation programmes, conferences, seminars, workshops, symposia, and Information and Communication Technology (ICT) training on the job performance of academic staff. A descriptive survey

design was adopted for the study. The target population consisted of 3,642 academic staff from the 15 Colleges of Education in the region. A total of 586 respondents were selected using a simple random sampling technique, and data were collected using a questionnaire. The data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores. The findings revealed that in-service training, mentoring, and orientation programmes had a significant impact on the job performance of academic staff in the colleges. Additionally, participation in conferences, seminars, workshops, and ICT training contributed positively to staff performance. In conclusion, staff development programmes were found to significantly enhance the subject-matter delivery and overall performance of academic staff in Colleges of Education.

3. Methodology

3.1 Research Design

The study adopted a cross-sectional survey design because this design is appropriate for assessing the influence of variables at a single point in time and allows for the collection of data from a large population efficiently.

3.2 Population of the Study

The population of the study comprised 1,150 academic staff members of the University of Uyo. A sample size of 288 was determined using the Krejcie and Morgan (1970) sample size determination table, which is widely used in social science research for selecting statistically valid samples based on known population sizes. According to the table, a population of 1,150 requires approximately 288 respondents to achieve a 95% confidence level with a 5% margin of error.

3.3 Data and Sources

Data were collected using a structured questionnaire designed with a modified five-point Likert scale ranging from 5 (Strongly Agree) to 1 (Strongly Disagree). The instrument's validity was ensured through both content and construct validation procedures. Reliability was assessed using the test-

retest method, and the reliability coefficient was computed using Cronbach’s Alpha. The obtained coefficient was greater than 0.7, indicating an acceptable level of internal consistency. A simple random sampling technique was used to administer the questionnaire.

3.4 Method of Data Analysis

The data were analysed using simple and multiple regression analyses to test the stated hypotheses and determine the relationships among the study variables.

3.5 Model Specification

The empirical model was developed to address the three research objectives and corresponding hypotheses:

$TE = f(CS) + \mu$ (1)

$TE = \beta_0 + \beta_1CS + \mu_1$ (2)

$TE = f(PS) + \mu_1$ (3)

$TE = \beta_0 + \beta_2PS + \mu_1$ (4)

$TE = f(CS,PS) + \mu_1$ (5)

$P = \beta_0 + \beta_1CS + \beta_2PS + \mu_1$ (6)

Where:

TE = Teaching Effective

CS = Career-related Support

PS= Psychosocial Support

β_0 = Intercept or regression constant

β_1 – β_2 = Regression coefficients

μ_1 = Error term

4. Results and Discussion

A total of 294 copies of the questionnaire were distributed, with 285 successfully retrieved, corresponding to a 96.94% return rate, which served as the basis for the analysis.

4.1 Hypotheses Testing

Hypothesis 1

H₀₁: Career-related support has no significant influence on teaching effectiveness among academic staff of the University of Uyo.

$TE = \beta_0 + \beta_1CRS + \epsilon$

Table 1: Model summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.725 ^a	.526	.523	.34567	1.473

a. Predictors: (Constant), Career-related support

b. Dependent Variable: teaching effectiveness

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.593	1	23.593	197.456	.000 ^b
	Residual	21.269	287	.119		
	Total	44.862	288			

a. Dependent Variable: teaching effectiveness

b. Predictors: (Constant), Career-related support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	.009	.225		.039	.969
	Career-related support	1.015	.072	.725	14.052	.000

a. Dependent Variable: teaching effectiveness

Source: Researcher's Computation (2026)

Table 1 presents the model summary for the effect of career-related support on teaching effectiveness among academic staff of the University of Uyo. The coefficient of determination ($R^2 = 0.526$) indicates that 52.6% of the variance in teaching effectiveness can be explained by career-related support. The ANOVA results ($F = 197.456$, $p < 0.05$) further show that the regression model significantly predicts teaching effectiveness. In addition, the regression coefficient ($B = 1.015$) suggests that, holding other factors constant, a one-unit increase in career-related support is associated with a 1.015-unit increase in teaching effectiveness. Since the p-value is

less than 0.05, the null hypothesis is rejected. Therefore, the study concludes that career-related support has a significant and positive influence on teaching effectiveness among academic staff of the University of Uyo.

Hypothesis two

Ho₂: Psychosocial support has no significant effect on teaching effectiveness among academic staff of the University of Uyo.

$$TE = \beta_0 + \beta_1PS + \epsilon$$

Table 2: Model summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.820 ^a	.672	.670	.28743	1.845

a. Predictors: (Constant), Psychosocial support

b. Dependent Variable: teaching effectiveness

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.156	1	30.156	365.024	.000 ^b
	Residual	14.705	287	.083		
	Total	44.862	288			

a. Dependent Variable: teaching effectiveness

b. Predictors: (Constant), Psychosocial support

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.234	.154		1.521	.130
	Psychosocial support	.952	.050	.820	19.106	.000

a. Dependent Variable: _ teaching effectiveness

Source: Researcher's Computation (2026)

Table 2 presents the model summary for the effect of psychosocial support on teaching effectiveness among academic staff of the University of Uyo. The coefficient of determination ($R^2 = 0.672$) indicates that 67.2% of the variance in teaching effectiveness can be explained by psychosocial support. The ANOVA results ($F= 365.024$, $p < 0.05$) further show that the regression model significantly predicts teaching effectiveness. In addition, the regression coefficient ($\beta = 0.952$) suggests

that, holding other factors constant, a one-unit increase in psychosocial support is associated with a 0.952-unit increase in teaching effectiveness. Since the p-value is less than 0.05, the null hypothesis is rejected. Therefore, the study concludes that psychosocial support has a significant and positive influence on teaching effectiveness among academic staff of the University of Uyo.

Hypothesis three

Ho₃: Career-related support and psychosocial support do not jointly have a significant influence on teaching effectiveness among academic staff of the University of Uyo.

The Multiple Linear Regression Analysis on Career-related support and psychosocial support do not jointly have a significant influence on teaching effectiveness among academic staff of the University of Uyo.

$$P = \alpha + \beta_1CS + \beta_2PS + \varepsilon.$$

Table 3: Model Summary^b

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.556 ^a	.414	.413	.34711	2.184

Model Fit ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	458.282	2	91.656	760.728	.000 ^b
	Residual	43.013	286	.120		
	Total	501.295	288			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.048	.043		1.116	.265
	Career-related support	-.219	.076	-.214	-2.901	.004
	psychosocial support	.467	.077	.460	6.093	.000

Source: Researcher's Computation (2026)

Table 3 presents the model summary for the joint effect of career-related support and psychosocial support on teaching effectiveness among academic staff of the University of Uyo. The coefficient of determination (adjusted $R^2 = 0.414$) indicates that 41.4% of the variance in teaching effectiveness can be explained by career-related support and psychosocial support together. The ANOVA results ($F = 760.723$, $p < 0.05$) further show that the regression model significantly predicts teaching effectiveness. In addition, the regression coefficients ($\beta = 0.219$ for career-related support; $\beta = 0.467$ for psychosocial support) suggest that, holding other factors constant, a one-unit increase in career-related support and psychosocial support is associated with corresponding increases of 0.219 and 0.467 units in teaching effectiveness, respectively. Since the p-value is less than 0.05, the null hypothesis

is rejected. Therefore, the study concludes that career-related support and psychosocial support jointly have a significant and positive effect on teaching effectiveness among academic staff of the University of Uyo.

4.2 Discussion of Findings

The results of hypothesis one show that career-related support is a strong predictor of teaching effectiveness among academic staff at the University of Uyo. The coefficient of determination ($R^2 = 0.526$) indicates that 52.6% of the variation in teaching effectiveness can be explained by differences in career-related support, highlighting its substantial contribution. Additionally, the positive regression coefficient ($B = 1.015$) suggests that for every one-unit increase in career-related support, teaching effectiveness increases by approximately 1.02 units, demonstrating a meaningful

and direct positive effect. These findings indicate that enhancing career-related support can significantly improve teaching performance. These results align with previous research emphasizing the positive role of mentoring and career support in enhancing staff performance. For instance, Edema *et al.* (2024) found that supervisory mentoring and career development mentoring significantly influence the quality of service delivery in Nigerian public universities, suggesting that structured guidance and support directly enhance employees' work effectiveness. Similarly, Idakwoji and Makolo (2022) reported that mentoring and other staff development programs, such as orientation and in-service training, significantly improved the job performance of academic staff in Colleges of Education, reinforcing the idea that career-related support contributes to professional competence and teaching effectiveness.

Collectively, these studies support the conclusion that formalized career mentoring and structured support mechanisms are critical for improving academic staff performance, highlighting the need for universities to institutionalize mentoring programs and other career development initiatives to optimize teaching outcomes.

The findings of hypothesis two indicate a strong relationship between psychosocial support and teaching effectiveness among academic staff. The coefficient of determination ($R^2 = 0.672$) shows that 67.2% of the variance in teaching effectiveness is accounted for by psychosocial support, highlighting its substantial explanatory power. Moreover, the regression coefficient ($\beta = 0.952$) suggests a nearly one-to-one positive relationship, meaning that an increase in psychosocial support is closely associated with a corresponding increase in teaching effectiveness. These results align with the findings of Edema *et al.* (2024), who reported that supervisory mentoring and career development mentoring significantly influence the quality of service delivery in Nigerian public universities. Their study underscores the role of guidance and support from senior staff in improving institutional outcomes, which parallels the observed

effect of psychosocial support on teaching effectiveness in the current study. Similarly, Idubor and Adekunle (2022) found that mentoring, even when not formalized, was widely practiced and considered crucial for guiding junior academic staff to improve job performance. This reinforces the notion that psychosocial support, provided through mentoring relationships, is critical in enhancing the professional performance of academic staff. Together, these studies provide empirical backing for the current findings, suggesting that structured mentoring and supportive work relationships serve as important mechanisms through which psychosocial support translates into higher teaching effectiveness.

The findings of hypothesis three, which indicate that career-related support and psychosocial support significantly influence teaching effectiveness among academic staff, are consistent with previous research in the Nigerian higher education context. For instance, Edema *et al.* (2024) found that career development mentoring significantly improves the quality of service delivery in Nigerian public universities. This aligns with the present study's finding that career-related support contributes positively to teaching effectiveness, as mentoring and career guidance equip academic staff with the necessary skills, knowledge, and confidence to perform effectively. Similarly, Faleye *et al.* (2024) highlighted the importance of career mentoring and supervisor support in enhancing succession planning within public universities. Their findings suggest that structured support mechanisms, such as mentoring programs, not only aid career development but also improve overall institutional performance, which parallels the observed effect of career-related support on teaching outcomes in the current study.

Furthermore, the stronger influence of psychosocial support on teaching effectiveness ($B = 0.467$) resonates with the findings of Idubor and Adekunle (2022), who reported that mentoring practices, even when informal, provide crucial guidance and encouragement to junior academic staff. Their study emphasized that psychosocial support, such as emotional encouragement, guidance, and role modeling, is critical

for improving job performance, which aligns with the current finding that psychosocial support plays a more substantial role than career-related support in enhancing teaching effectiveness.

Overall, these studies reinforce the practical significance of both career-related and psychosocial support mechanisms in academic institutions. They suggest that universities should not only implement formal mentoring and career development programs but also foster a supportive environment where staff receive emotional and professional encouragement, ultimately enhancing teaching effectiveness and institutional performance.

5. Conclusion and Recommendations

The findings of the study demonstrate that both career-related and psychosocial support play significant roles in enhancing the teaching effectiveness of academic staff at the University of Uyo. Career-related support, through structured mentoring and professional guidance, improves staff skills, knowledge, and confidence, while psychosocial support, including emotional encouragement and positive work relationships, has an even stronger influence on teaching performance. These findings highlight the need for universities to implement formal career development programs and foster supportive

environments to maximize teaching effectiveness and overall institutional performance. Ultimately, integrating both forms of support is essential for promoting professional competence and achieving higher educational outcomes. Based on findings, the following recommendations were made:

- i. The University of Uyo should strengthen and expand career-related support programs for academic staff, such as professional development workshops, mentoring, and career guidance initiatives, as these interventions are likely to significantly enhance teaching effectiveness.
- ii. The University of Uyo should implement and enhance structured psychosocial support programs for academic staff, as improving such support is likely to significantly boost teaching effectiveness.
- iii. The University of Uyo should implement structured programs and policies that enhance both career-related support such as mentoring, professional development, and promotion opportunities and psychosocial support such as counseling services, stress management initiatives, and peer support networks for academic staff, as these supports have been shown to significantly improve teaching effectiveness.

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