



MENTORING AS A DETERMINANT OF EFFECTIVE JOB PERFORMANCE AMONG NURSES IN TERTIARY HEALTH INSTITUTIONS IN ABIA STATE, NIGERIA

Promise Chinyere AWA, CLN

Michael Okpara University of Agriculture Umudike, Abia State.
awapromise@gmail.com

Prof. Udo NWOKOCHA, CLN

Department of Library and Information Science, Abia State University, Uturu.
udo.nwokocha@abiastateuniversity.edu.ng

Prof. Oliver UGOCHA, CLN

Department of Library and Information Science, Abia State University, Uturu.
ugochaoliver1@gmail.com

Abstract

Mentoring is a crucial tool that involves supporting the growth of knowledge, experiences, skills, capabilities, competencies and confidence of younger and newly employed nurses (mentees) by older or more experienced nurses (mentors) for better, sustainable and enhanced job performance in the tertiary healthcare institutions. This examined mentoring as a determinant to effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. It adopted a descriptive research design, with population of three hundred and one (301) professional nurses, from two (2) tertiary healthcare institutions. The total enumeration sampling technique was considered. A structured questionnaire with closed-ended questions, validated by three research experts was used for collecting data. Data were analysed using descriptive statistics of mean scores and standard deviations, as well as inferential statistics of Pearson Product Moment Correlation (PPMC) coefficient and linear regression statistics. The study revealed that mentoring affects effective job performance among nurses in the tertiary healthcare institutions. However, lack of mentoring skills among senior nurses, poor communication between senior and junior nurses, lack of recognition of nurses, lack of formal or structured mentoring programmes were the major factors that negatively affect the effectiveness of mentoring and job performance of nurses in the tertiary healthcare institutions. The study nevertheless, concluded that there is a positive significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. It hence, recommended, among other measures that management of tertiary healthcare institutions, in collaboration with Heads of nurses should prioritize mentoring by developing formal mentoring programmes.

Keywords: Effective Job Performance, Mentoring, Nurses, Tertiary Health Institutions, Abia State, Nigeria

Introduction

The existence of the tertiary healthcare institutions is globally propelled by the need to ensure access to highly specialized and advanced quality healthcare services. Tertiary healthcare institutions are positioned as the highest level of healthcare delivery in the healthcare



system of a country, providing advanced clinical care, medical training, research, and rigorous governance to ensure optimal patient care. According to Hopayian (2022), tertiary healthcare institutions are healthcare facilities with staff and resources for advanced medical investigation and treatment, providing tertiary care like specialized consultative healthcare to inpatients on referral by a main or secondary health professionals. Tertiary healthcare institutions are also the apex tier of a comprehensive healthcare delivery system, with the mandate of providing highly specialized, advanced consultative care, usually for inpatients, and typically operate on a strict referral basis from primary and secondary care providers (EconomicByDesign - EBD, 2026; Moran et al., 2018). Tertiary healthcare institutions include university teaching hospitals, federal medical centres, and specialist hospitals. They typically require particular expertise, patient volumes, or facilities that cannot be provided at primary and secondary healthcare institutions like the General hospitals. These institutions are manned by highly trained and qualified healthcare professionals, including nurses who are expected to perform specialized healthcare services such as managing complex health conditions.

Nurses are trained and licensed healthcare professionals saddled with the responsibilities of providing autonomous and collaborative care to individuals of all ages, families, groups, and communities, whether sick or well, in various healthcare institutions. According to Almetari (2024), a nurse is a person trained to care for the sick or infirm, especially in a hospital. Nurses are often considered as the "backbone or foundation" of the healthcare systems. They possess specialized knowledge and clinical expertise in various areas, such as pediatrics, critical care, geriatrics, accident and emergencies, and mental health, among others (Brino, 2023). Nurses occupy the primary point of contact providing 24/7 care to patients with various health challenges, and are responsible for holistic care that bridges the gap between doctors and patients. They usually combine scientific knowledge with compassionate disposition to provide effective patient-centric care, with emphasis on respect for human dignity. Nurses also ensure treatment of the "whole person" by addressing physical, emotional, psychological, and social needs rather than just symptoms. Brino (2023) opined that nurses are at the forefront of patient care, playing a critical role in promoting health, preventing illness, and providing compassionate and holistic care to individuals, families, and communities. They serve as advocates for their patients, ensuring their rights, preferences, and needs are respected within the healthcare system, while communicating and collaborating with other healthcare personnel to advocate for the best possible outcomes for patients. Nurses are also considered as the main component of the tertiary healthcare system, carrying out the major responsibilities of providing holistic, continuous, and safety-oriented patient care (Verdiansyah et al., 2025). They involve in health promotion activities, educating individuals and communities about healthy lifestyle choices, disease prevention, and early detection, as well as providing counselling and support to help patients make informed decisions and adopt healthy behaviours (Brino, 2023). To effectively perform these onerous responsibilities in the tertiary healthcare institutions, younger or newly employed nurses require continuous mentoring.

Mentoring is a knowledge sharing approach in organizational settings, including tertiary healthcare institutions. Mentoring is defined as the act or process of creating the opportunity to making a mentee become better by a mentor (Catherine & Mike, 2014). It



involves supporting the growth of knowledge, experiences, skills, capabilities, competencies and confidence of a younger employee (mentee) by an older or more experienced employee (mentor) in an organization for better, sustainable and enhanced job performance. Mentoring is described as one of the most effective ways of passing down tacit knowledge from an expert or specialist to someone with less experience (Abu-Rumman, 2021). It is essentially about learning and sharing knowledge under the guidance of an expert, and is being recognized as having a significant influence on the development of knowledge and expertise of the mentee. Underscoring the importance of mentoring on nurses' job performance, Koirala et al. (2024) noted that mentoring has gained prominence as a crucial component in professional development, providing valuable support and guidance to nurses as they navigate the complexities of their roles. It helps in equipping nurses for better understanding of the job or task at hand, while ensuring professional growth and development (Kaplan & Jessy, 2020). Mentoring allows an inexperienced-junior nurses to be helped by experienced-senior nurses in developing specific skills, knowledge, expertise, and attitude needed for improved job performance. Mentoring is a critical determinant of effective nursing job performance. It helps in bridging the gap between theoretical knowledge and clinical practice, reducing stress, preventing burnout, and improving overall clinical competencies and patient care quality in the tertiary healthcare institutions. Effective and successful use of mentoring for enhanced job performance anchors on the mentor's availability and expertise, mutuality, responsiveness, and supportive relationships. It supports nurses to effectively take charge of their duties, reach their full potential, and acquire new practical skills through guidance, practical counselling, and ongoing assistance (Anyanwu et al., 2024). Mentoring is a powerful tool for improving job performance of nurses.

Job performance of nurses is essential to healthcare services delivery, and quite pertinent for the attainment of the vision, mission and objectives of tertiary healthcare institutions. According to Gillet (2020), job performance is defined as measurable behaviours that are relevant to the achievement of organizational goals. It connotes how people perform their jobs or carryout their responsibilities in organizational settings, including tertiary healthcare institutions. To perform is to take a complex series of actions that integrate skills and knowledge towards the attainment of a valuable result. It is a set of worker's behaviour that can be measured, monitored and assessed as an achievement at individual level (Culbertson, 2013). Job performance of nurses implies how effective and efficient nurses are in accomplishing their tasks and responsibilities related to direct patient care, as well as the standard of healthcare provision (Daba et al., 2024). It involves the effectiveness of a nurse in carrying out his/her roles and responsibilities relating to direct and indirect patient care, and other patient related and non-patient related nursing activities. Job performance of nurses consists of those behaviours that are perceived to be in agreement with healthcare delivery goals, as well as such measurable, observable behaviours and actions that nurses take to contribute directly to the achievement of the overall goals of the tertiary healthcare institutions. It encompasses output as well as task proficiency, effort, and citizenship behaviours in the tertiary healthcare institutions. Effective job performance of nurses has a significant impact on the competitiveness, patient outcomes, quality of healthcare delivery, and the achievement of the overall goals of the tertiary healthcare institutions.



From the above perspectives, effective job performance of nurses in the tertiary healthcare institutions can be achieved through mentoring, which can promote the possibility of sharing insights, knowledge, skills, motivation, and building confidence for better healthcare services delivery. Effective mentoring and job performance of nurses in modern tertiary healthcare institutions depend on some fundamental professional skills and positive attributes of the mentor and mentee such as interpersonal relationship skills, clinical competence, communication skills, listening skills, teaching and learning skills, empathy skills, leadership and management skills, critical and problem-solving skills, and adaptability skills (Amadi et al., 2024; Fong et al., 2021; Udoh et al., 2025). It also requires sound information and digital literacy skills as well as information and communication technology competencies for successful and high-quality job performance, especially in a digitally regulated healthcare delivery environment. This underpins the positions of Osiebe et al. (2023); Udoh and Okafor (2022), as well as Udoh and Jude-Iwuoha (2025) who emphasized the importance of information and digital literacy skills and information and communication technology (ICT) literacy skills in organizational settings, including tertiary healthcare institutions. However, studies observed that effective mentoring for enhanced job performance of nurses is negatively affected by poor understanding of mentoring processes and limited relevant skills, fear of expression of feelings by the mentees, selfishness and individualistic mentality of the mentors and mentees, as well as poor interpersonal relationship among nurses in the tertiary healthcare institutions (Ughasoro et al., 2022).

Therefore, based on the above background, this study examines mentoring as a determinant to effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. This broad objective was achieved by identifying the benefits of mentoring on effective job performance of nurses, determining the extent to which mentoring affect effective job performance of nurses, finding out the factors militating against mentoring and effective job performance among nurses and examining the relationship between mentoring and effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria.

Statement of the Problem

Nurses play crucial role in the delivery of healthcare services, and their job performance have direct effects on patient care, recovery and the overall effectiveness of the tertiary healthcare institutions. However, despite the importance of nurses in healthcare delivery, many tertiary healthcare institutions in Nigeria continue to experience challenges of inadequate clinical knowledge, poor professional skills, communication difficulties, low workplace motivation, medication errors, low confidence and inability to respond efficiently to patient's needs, which often tends to result in poor job performance among nurses. Observations indicate that one of the major factors contributing to these challenges seem to be lack of effective mentoring practices within the tertiary healthcare institutions. For instance, newly employed and less experienced nurses are expected to rely on or lookup to senior and more experienced nurses for guidance, encouragements and professional support in order to develop confidence for improved clinical skills and practical knowledge. Meanwhile, preliminary observations by these researchers suggest that in some tertiary healthcare institutions, mentoring relationships are either inadequate or poorly applied thereby making it difficult for junior nurses to receive



necessary support for professional growth, confidence building and effective job performance. Studies further indicate that heavy workload, insufficient experienced nursing personnel, lack of formal mentoring programmes, and poor interpersonal relationships among nurses equally hinder mentoring activities in tertiary healthcare institutions (Batol et al., 2025; Ughasoro et al., 2022). This situation seems to negatively affect the quality of healthcare services delivery, especially as some nurses may be struggling with clinical decision-making, patient management and adapting to changing work demands in the tertiary healthcare institutions. In addition, there is inadequate empirical evidence notwithstanding the fact that mentoring has been recognized as valuable and strategic tool for professional development, influencing effective job performance in many organizations, including tertiary healthcare institutions. Thus, this study intends to investigate mentoring as a determinant to effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria.

Research Questions

This study was guided by the following research questions.

- i. What are the benefits of mentoring on effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria?
- ii. What is the extent to which mentoring affect effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria?
- iii. What factors militate against mentoring and effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria?
- iv. What relationship exists between mentoring and effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria?

Hypothesis

A single null hypothesis was formulated and tested at 0.05 level of significance

H0: There is no significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria.

Literature Review

Gharajeh-Alamdari et al. (2025) investigated the mediating role of organizational learning in the relationship between supervisor knowledge sharing and innovative behaviours among clinical nurses in clinical settings. The study adopted a cross-sectional research design, and reported significant positive correlations between supervisor knowledge sharing behaviour, organizational learning, and innovative behaviours. It indicated that organizational learning partially mediated the relationship between supervisor knowledge sharing behaviour and nurses' innovative behaviours. The study concluded that supervisor knowledge sharing behaviour fosters nurses' innovative behaviours directly and through the mediating effect of organizational learning. It recommended that healthcare organizations should prioritize developing supervisors' knowledge sharing capabilities and establishing robust organizational learning cultures to enhance innovation among nursing staff.

Patigayon et al. (2025) also examined organizational communication and work values on collaboration among intergovernmental nurses in a government hospital in Iloilo City during the first quarter of 2025. It adopted a descriptive-correlational and comparative research design



with 51 nurses. The study revealed a no significant difference in communication and collaboration across age groups. It showed that the older nurses scored significantly higher in values such as power, universalism, conformity, and tradition, indicating a generational shift in value orientation, while significant positive relationships were found between several work values such as conformity, self-direction, universalism and dimensions of communication and collaboration. It indicated that intergenerational collaboration is shaped more by value alignment and communication practices than by age differences alone.

Batol et al. (2025) studied the effectiveness of mentoring and coaching in the career development of nurses in to the tertiary healthcare. The study revealed that mentoring and coaching are fundamental strategies in the career development of nurses in tertiary healthcare settings fostering professional growth, clinical competency and job satisfaction. It indicated that while most nursing-mentors express confidence in their ability to guide students, inconsistencies in structured mentorship programmes, feedback mechanisms, lack of formal training and standardized mentoring approaches hinder their overall effectiveness, resulting in varied mentorship quality. The study highlighted a significant gap in structured goal-setting with some mentors failing to provide clear learning objectives or engage in progress discussions, thereby limiting student competency development. The study also emphasized the absence of formal mentorship programmes in many healthcare institutions leading to missed opportunities for skill transfer, leadership development and professional networking among nurses.

In another study, Adeniyi et al. (2024) assessed the effect of workplace mentoring and employees' performance of private universities in FCT, Abuja, Nigeria. It adopted a survey research design, with a population of 2,118 employees from various private universities in Abuja. The study indicated that psychological support has a statistically significant positive relationship with employees' performance, while pedagogy does not demonstrate a significant relationship. It highlighted the importance of effective psychological support programmes and services in private universities, while concluding that providing adequate psychological support, employees can gain valuable guidance, support, and resources to navigate their career paths, which can lead to improved job satisfaction and overall performance. The study recommended that organizations should prioritize developing and implementing mentoring programmes to enhance employee performance.

Koirala et al. (2024) also examined the impact of mentorship programmes on nurses in the workplace, using a comprehensive review method. The study reported that that the turnover rate in nursing can be minimized through mentoring programmes. It indicated that mentoring can augment nursing proficiency and set up an encouraging workforce environment, which can ultimately result in positive outcomes. It concluded that mentoring programmes should include meticulous mentor selection and sufficient training. Ughasoro et al. (2022) further conducted a study on barriers and solutions to effective mentorship in health research and training institutions in Nigeria with a focus on mentors, mentees, and organizational perspectives. It showed that lack of understanding of mentorship process, lack of capacity for mentoring, mentor preference, lack of freedom of expression, culture of selfishness/individualism, and lack of formal relationship were the most systemic challenges to mentoring.

A similar study was also conducted on mentoring and knowledge sharing as a correlate of job performance in an organization by Kingsley and Ngozi (2021). The study employed a descriptive survey research design of the ex-post facto type and a population of 223 health workers from 10 selected general hospitals in the South-South and North-Central of Nigeria. It revealed that mentoring is useful in transferring or sharing accumulated experiences collected throughout work life for the mentee's benefit. It indicated that most successful knowledge



sharing approach involves where the mentor has a thorough knowledge of the organization as well as programmes, information, organizational culture or policies that can help the mentee to succeed in the long run. The study concluded that there is need to call back people who have retired from service so that they can transfer their skills and knowledge to the current workplace. This is also as Onifade (2021) investigated mentoring and productivity in federal medical centres in South-East, Nigeria. It showed that mentoring is a veritable instrument for service delivery of nurses in federal medical centres.

From the above reviewed studies, there was obvious gap in empirical evidence regarding mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. Thus, this study was conducted to fill the observed gap and also make recommendations on possible measures for enhancing mentoring and effective job performance of nurses for better healthcare services delivery.

Methodology

The study adopted a descriptive research design to examine mentoring as a determinant of effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. The population of the study consisted of three hundred and one (301) professional nurses, from two (2) tertiary healthcare institutions in Abia State, Nigeria, namely; Federal Medical Centre (FMC), Umuahia with 153 professional nurses and Abia State University Teaching Hospital (ABSUTH), Aba, with 148 professional nurses. The total enumeration (complete census) sampling technique was used to investigate the entire population of 301 professional nurses since the population was quite moderate and manageable. A structured questionnaire with closed-ended questions, validated by three research experts from the Department of Library and Information Science and Measurement and Evaluation discipline, Abia State University, Uturu, was used for collecting data for the study. The questionnaire contains a total of 43 item statements across 3 clusters. The distribution and collection of the questionnaire was done by the researchers, with the help of one research assistant each from the two tertiary healthcare institutions. 274 copies of the instrument were found valid for analysis. Data collected were analysed quantitatively using descriptive statistics of mean scores and standard deviation in responding to research questions 1, 2 and 3. The Pearson Product Moment Correlation (PPMC) coefficient was used to examine the relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. The strength of the relationship was determined and interpreted using Creswell's correlation coefficient scale which states that correlation coefficient (r) $\pm 0.00 - 0.20$ = very low relationship, $\pm 0.21 - 0.40$ = low relationship, $\pm 0.41 - 0.60$ = moderate relationship, $\pm 0.61 - 0.80$ = high relationship, while $\pm 0.81 - 1.00$ = very high relationship (Creswell, as cited in Akwang & Udoh, 2024). Also, the linear regression statistics was used to test the single null hypothesis at 0.05 level of significance. The decision rule holds that the null hypotheses (H_0) is rejected if the p-value is less than 0.05, otherwise accepted.

Results

The results of the study are presented in tables to show various elements and diverse attributes of the respondents as well as responses to the research questions.

Table 1: Questionnaire Distribution and Retrieval Rate Across the Institutions

S/N	Institutions	CQD	CQR	CQNR	% of QR	% of QNR



1	Federal Medical Centre (FMC), Umuahia	153	141	12	46.83	4
2	Abia State University Teaching Hospital (ABSUTH), Aba	148	133	15	44.17	5
Total		301	274	27	91%	9%

Keys: CQD = Copies of Questionnaire Distributed; CQR = Copies of Questionnaire Retrieved; CQNR = Copies of Questionnaire Not Retrieved; % of QR = % of Questionnaire Retrieved; % of QNR = % of Questionnaire Not Retrieved

Data in Table 1 shows the questionnaire distribution and rate of responses across the two (2) tertiary healthcare institutions. It indicates that out of the 301 copies of the questionnaire distributed, a total of 274 copies representing 91% response rate were completed and returned with valid information. It further shows that respondents from Federal Medical Centre (FMC) Umuahia turned in 141 valid instruments making up 46.83% while respondents from Abia State University Teaching Hospital (ABSUTH), Aba returned 133 copies of the questionnaire representing 44.17%. In all, a total of 27 copies (9%) were lost. Thus, the 274 (91%) response rate was high enough for use in the analyse and for making generalization.

Research Question 1: What are the benefits of mentoring on effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria?

Table 2: Mean and standard deviation responses on the benefits of mentoring on effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria (n = 274)

S/N	Item Statements	SA	A	D	SD	Mean	Std. Dev.	Remarks
1	Mentoring improves my clinical skills for better performance	121	122	26	5	3.31	0.72	Agreed
2	Mentoring increases my confidence in providing patient care in the hospital	113	118	35	8	3.23	0.78	Agreed
3	Mentoring enhances my communication with colleagues and patients	107	108	52	7	3.15	0.81	Agreed
4	Mentoring helps me to work collaboratively with other nurses for higher overall performance	85	159	27	3	3.19	0.65	Agreed
5	Mentoring helps me to adapt better to changing job roles and responsibilities	93	146	35	0	3.21	0.65	Agreed
6	Mentoring improves my problem-solving ability in clinical situations	173	88	13	0	3.58	0.58	Agreed
7	Mentoring supports my professional growth and career development	94	139	38	3	3.18	0.70	Agreed
8	Mentoring helps me in adhering to professional ethics and standards in carrying out my responsibilities	92	154	28	0	3.23	0.62	Agreed
9	Mentoring improves my ability to handle emergency situations in the hospital	93	149	29	3	3.21	0.67	Agreed
10	Mentoring helps me to inculcate positive attitude towards all patients in providing healthcare services	122	117	33	2	3.31	0.71	Agreed



11	Mentoring promotes my confidence and ability in the use of medical technologies and procedures in the hospital	102	124	42	6	3.18	0.77	Agreed
12	Mentoring helps me in gaining practical knowledge from my senior and more experienced colleagues in the hospital	43	66	136	29	2.45	0.88	Disagreed
13	Mentoring improves my time management ability and work efficiency in the hospital	119	120	27	8	3.28	0.76	Agreed
14	Mentoring helps me to reduce work-related stress in the performance of my duties in the hospital	59	75	115	25	2.61	0.92	Agreed
Grand mean						3.15	0.73	Agreed
Criterion mean						2.50		

Source: Researchers' Field Survey, 2026

The data in Table 2 shows the mean and standard deviation responses on the benefits of mentoring on effective job performance of nurses in the tertiary healthcare institutions in Abia State, Nigeria. It reveals that the mentoring helps nurses in improving their problem-solving ability in clinical situations (3.58, 0.58); improving their clinical skills for better performance (3.31, 0.72); inculcating positive attitude towards all patients in providing healthcare services (3.31, 0.71); improving their time management ability and work efficiency in the hospital (3.28, 0.76); increasing their confidence in providing patient care in the hospitals (3.23, 0.78), among others. The result is affirmed with a higher grand mean of 3.15 against the criterion mean of 2.50 and standard deviation value of 0.73, which indicates that the nurses reported a high level of agreement or positive perception on the benefits of mentoring on effective job performance in the healthcare institutions.

Research Question 2: What is the extent to which mentoring affect effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria?

Table 3: Mean and standard deviation responses on the extent to which mentoring affect effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria (n = 274)

S/N	Item Statements	VHE	HE	LE	VLE	Mean	Std. Dev.	Remarks
1	Mentoring improves my clinical skills for better performance	53	162	47	12	2.93	0.73	Agreed
2	Mentoring increases my confidence in providing patient care in the hospital	19	78	161	16	2.36	0.70	Disagreed
3	Mentoring enhances my communication with colleagues and patients	88	128	56	2	3.10	0.74	Agreed
4	Mentoring helps me to work collaboratively with other nurses for higher overall performance	96	121	45	12	3.10	0.83	Agreed



5	Mentoring helps me to adapt better to changing job roles and responsibilities	78	137	34	25	2.98	0.88	Agreed
6	Mentoring improves my problem-solving ability in clinical situations	117	125	30	2	3.30	0.69	Agreed
7	Mentoring supports my professional growth and career development	20	73	151	30	2.30	0.76	Disagreed
8	Mentoring helps me in adhering to professional ethics and standards in carrying out my responsibilities	61	102	92	19	2.75	0.88	Agreed
9	Mentoring improves my ability to handle emergency situations in the hospital	104	146	21	3	3.28	0.65	Agreed
10	Mentoring helps me to demonstrate positive attitude towards all patients in providing healthcare services	90	131	31	22	3.05	0.78	Agreed
11	Mentoring promotes my confidence and ability in the use of medical technologies and procedures in the hospital	12	61	155	46	2.14	0.74	Disagreed
12	Mentoring helps me in gaining practical knowledge from my senior and more experienced colleagues in the hospital	87	143	42	2	3.15	0.69	Agreed
13	Mentoring improves my time management ability and work efficiency in the hospital	60	160	47	7	3.00	0.70	Agreed
14	Mentoring helps me to reduce work-related stress in the performance of my duties in the hospital	20	46	147	61	2.09	0.82	Disagreed
Grand mean						2.82	0.76	Agreed
Criterion mean						2.50		

Source: Researchers' Field Survey, 2026

Data in Table 3 indicates the mean and standard deviation responses on the extent to which mentoring affect effective job performance of nurses in tertiary healthcare institutions in Abia State, Nigeria. It shows that the overall extent to which mentoring affects effective job performance among nurses in tertiary healthcare institutions is high, with a higher grand mean of 2.82 against the criterion mean of 2.50. This implies that the respondents are reasonably in agreement that mentoring affects the effectiveness of job performance of nurses to a high extent.



Research Question 3: What factors militate against mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria?

Table 4: Mean and standard deviation responses on the factors that militate against mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria (n = 274)

S/N	Item Statements	SA	A	D	SD	Mean	Std. Dev.	Remarks
1	Heavy workload limits effective mentoring and job performance among nurses in the hospital	90	126	43	15	3.06	0.84	Agreed
2	Shortage of experienced nurses affects mentoring in the hospital	59	157	40	18	2.94	0.79	Agreed
3	Inadequate time for interaction inhibits mentoring among nurses in the hospital	88	92	72	22	2.90	0.95	Agreed
4	Lack of mentoring skills among senior nurses affects the performance of junior nurses in the hospital	143	109	17	5	3.42	0.69	Agreed
5	Lack of formal or structured mentoring programmes reduces effective job performance among nurses in the hospital	106	120	35	13	3.16	0.83	Agreed
6	Poor communication between senior and junior nurses affects mentoring effectiveness and job performance in the hospital	155	77	34	8	3.38	0.81	Agreed
7	Stress and burnout among nurses negatively affect mentoring relationships and job performance in the hospital	128	98	43	5	3.27	0.79	Agreed
8	Poor motivation of nurses negatively affects mentoring and job performance in the hospital	101	84	71	18	2.98	0.95	Agreed
9	Lack of training opportunities affects mentoring and job performance in the hospital	124	74	64	12	3.13	0.92	Agreed
10	Unfavourable working conditions hampers effective mentoring and job performance in the hospital	96	121	37	20	3.07	0.88	Agreed
11	Poor interpersonal relationships among nurses negatively affects mentoring practices and job performance in the hospital	117	88	59	10	3.14	0.88	Agreed
12	Negative attitude of some nurses discourages mentoring relationships and job performance in the hospital	93	133	36	12	3.12	0.80	Agreed
13	Frequent workplace conflicts inhibit effective mentoring and job performance among nurses in the hospital	66	65	105	38	2.58	1.00	Agreed



14	Lack of recognition discourages nurses from mentoring and effective job performance in the hospital	128	110	30	6	3.31	0.75	Agreed
15	Poor institutional support negatively affects mentoring practices and effective job performance in the hospital	74	73	98	29	2.70	0.98	Agreed
Grand mean						3.10	0.86	Agreed
Criterion mean						2.50		

Source: Researchers' Field Survey, 2026

The data in Table 4 discloses the mean and standard deviation responses on the factors that militate against mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. It identifies lack of mentoring skills among senior nurses (3.42, 0.69); poor communication between senior and junior nurses (3.38, 0.81); lack of recognition of nurses (3.31, 0.75); stress and burnout among nurses (3.27, 0.79); lack of formal or structured mentoring programmes (3.16, 0.83), among others, as the major factors that are negatively affecting the effectiveness of mentoring and job performance of nurses in the tertiary healthcare institutions. This result is confirmed by a higher grand mean of 3.10 against the 2.50 criterion mean, which implies that these factors have high negative effects on the overall job performance of nurses in the tertiary healthcare institutions in Abia State, Nigeria.

Research Question 4: What relationship exists between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria?

Table 6: PPMC coefficient of the relationship exists between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria

		Mentoring	EJP
Mentoring	Pearson	1	0.180
	Sig (2-tailed)		.001
	N	274	274
	R ²	(0.032) 3.2%	
EJP	Pearson	0.180	1
	Sig. (2-tailed)	.001	
	N	274	274

EJP = Effective Job Performance

N = Number of Observations

R = Correlation Coefficient

R² = Coefficient of Determination

The data in Table 6 reveals a correlation coefficient (r) of 0.180 which is a positive relationship and statistically significant (.001<0.05). Thus the result which stated that there is no significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria was rejected and the null hypothesis upheld, thus, there is a significant between mentoring and effective job performance among nurses in tertiary



healthcare institutions in Abia State, Nigeria. This result is validated by the test of the single null hypothesis as shown in Table 7 below.

Test of Hypothesis

The single null hypothesis was tested at 0.05 level of significance

H₀: There is no significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria.

Table 7: Regression analysis of relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria.

Model	Df	Sum of Squares	Mean Square	F	Sig.
Regression	1	71.766	71.766	9.139	0.002 ^b
Residual	272	2136.015	7.853		
Total	273	2207.781			

Data in Table 7 indicates a significant P-value of 0.002^b which is less than the alpha value of 0.05. Since the P-value of 0.002^b is less than the alpha value of 0.05, the hypothesis of a no significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria, was rejected and the alternate accepted. Thus, there is a positive significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria.

Discussion of Findings

The finding of the study revealed that the core benefits of mentoring on effective job performance of nurses in the tertiary healthcare institutions, include helping nurses to improve their problem-solving ability in clinical situations, improving their clinical skills for better performance, inculcating positive attitude towards all patients in providing healthcare service; improving their time management ability and work efficiency in the hospital, as well as ; increasing their confidence in providing patient care in the hospitals. The finding implies that nurses, especially younger and newly employed nurses can leverage on mentoring such as learning from the older and more experienced nurses in shaping their practical clinical and professional knowledge for more effective job performance in the tertiary healthcare institutions in Abia State, Nigeria. This finding is in agreement with Batol et al. (2025), which found that mentoring and coaching are fundamental strategies in the career development of nurses in tertiary healthcare settings, fostering professional growth, clinical competency and job satisfaction. It also aligns with Koirala et al. (2024), which reported that mentoring can augment nursing proficiency and set up an encouraging workforce environment, which can ultimately result in positive outcomes, as well as Kingsley and Ngozi (2021), which asserted that mentoring is useful in transferring or sharing accumulated experiences collected throughout work life for the mentee's benefit.

On the extent to which mentoring affects effective job performance of nurses in the tertiary healthcare institutions, the study revealed that the overall extent to which mentoring affects effective job performance among nurses in tertiary healthcare institutions is high. This indicated that mentoring is positively perceived as a critical tool with great potential for sharing insights, knowledge, experiences and competencies among nurses for effective job



performance in the tertiary healthcare institutions. This finding agrees with Onifade (2021), which reported that mentoring is a veritable instrument with high impacts on service delivery of nurses in federal medical centres.

The finding of the study showed that lack of mentoring skills among senior nurses, poor communication between senior and junior nurses, lack of recognition of nurses, stress and burnout among nurses, lack of formal or structured mentoring programmes, among others, are the major factors that affect the effectiveness of mentoring and job performance of nurses in the tertiary healthcare institutions. This result indicated that the true essence of mentoring and its impacts on effective job performance of nurses is not fully maximized due to the identified individual, organizational, infrastructural impediments. This finding corroborates Batol et al. (2025), which revealed that while most nursing-mentors express confidence in their ability to guide their mentees students, inconsistencies in structured mentorship programmes, feedback mechanisms, lack of formal training and standardized mentoring approaches hinder their overall effectiveness, resulting in varied mentorship quality. The finding equally agrees with Ughasoro et al. (2022), which found lack of understanding of mentorship process, lack of capacity for mentoring, lack of freedom of expression, and culture of selfishness/individualism, as the most systemic challenges to mentoring in healthcare institutions.

The finding of the study indicated that there is a positive significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria. This is in agreement with Gharajeh-Alamdari et al. (2025), which reported significant positive correlations between supervisor knowledge sharing behaviours, including mentoring, organizational learning, and innovative behaviours.

Conclusion

Mentoring is a crucial tool that involve supporting the growth of knowledge, experiences, skills, capabilities, competencies and confidence of younger and newly employed nurses (mentees) by older or more experienced nurses (mentors) for better, sustainable and enhanced job performance in tertiary healthcare institutions. In this study, it was ascertained that mentoring that affects effective job performance among nurses in the tertiary healthcare institutions in Abia State, Nigeria, to a high extent. It helps nurses to improve their problem-solving ability in clinical situations, improving their clinical skills for better job performance, inculcating positive attitude towards all patients in providing healthcare services; improving their time management ability and work efficiency in the hospitals, increasing their confidence in providing patient care, among other benefits in the tertiary healthcare institutions in Abia State, Nigeria. This study indicates lack of mentoring skills among senior nurses, poor communication between senior and junior nurses, lack of recognition of nurses, stress and burnout among nurses, and lack of formal or structured mentoring programmes as the major factors that negatively affect the effectiveness of mentoring and job performance of nurses in the tertiary healthcare institutions. It however, concluded that there is a positive significant relationship between mentoring and effective job performance among nurses in tertiary healthcare institutions in Abia State, Nigeria.

Recommendations

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

- i. Management of tertiary healthcare institutions in Abia State, in collaboration with Heads of nurses should prioritize mentoring by developing formal mentoring programmes such as providing targeted mentoring training and incorporating



- regular feedbacks as essential technique for enhancing effective mentoring and job performance of nurses in the hospitals.
- ii. Management of the tertiary healthcare institutions in Abia State, in collaboration with Heads of nurses should develop policy guidelines to define and support mentoring and more effective job performance among nurses in the hospitals.
 - iii. Nurses should be intentional in developing their mentoring capabilities and skills by establishing robust organizational learning cultures for enhanced effectiveness of mentoring and job performance in the tertiary healthcare institutions in Abia State.
 - iv. Nurses who are outstanding and consistent in offering voluntary mentoring services with demonstratable improved job performance should be recognized and rewarded in order to encourage more mentor-mentee relationships in the tertiary healthcare institutions in Abia State, Nigeria.

References

- Abu-Rumman, A. (2021). Effective knowledge sharing: A guide to the key enablers and inhibitors. In *Handbook of research on organizational culture strategies for effective knowledge management and performance* (pp. 133-156). IGI Global Scientific Publishing. <http://doi:10.4018/978-1-7998-7422-5.ch008>
- Adeniyi, A. S., Tende, S. B. & Emmanuel, O. D. (2024). Workplace mentoring and employees' performance of private universities in FCT, Abuja, Nigeria. *International Journal of Accounting Business and Entrepreneurship (IJABE)*, 3(1), 373-394.
- Akwang, N. E. & Udoh, I. U. (2024). Librarians' technology literacy skills with the use of electronic information resources for research activities in university libraries: A correlational study. *Asian Journal of Education and Social Studies*, 50(8), 580-94. <https://doi.org/10.9734/ajess/2024/v50i81557>.
- Almetari, A. A. A. (2024). The importance of nursing in healthcare systems. *International Journal of Health Sciences*, 8(1), 2050–2055. <https://doi.org/10.53730/ijhs.v8nS1.15535>
- Amadi, E. C., Udoh, I. U. & Ukpung, C. A. (2024). Factoring in collaboration for quality services delivery in contemporary libraries. In F. E. Etim, I. I. Ekoja & F. A. Onifade (Eds.), *Contemporary practices for sustainable library and information services: A Festschrift in Honour of Professor Ahiaoma Ibegwam*. CELIMAT Publishers.
- Anyanwu, E. C., Chukwu, J., Azuogu, V. C. & Ohanme, E. O. (2024). Systematic review on mentorship among nurses as tool for professional growth. *Global Academic Journal of Medical Sciences*, 6(6), 298-307. <https://doi.org/10.36348/gajms.2024.v06i06.004>
- Batol, L., Murtaza, J., Malik, A., Noureen, A., Zakir, M., Awaiz, A. D. & Abid, N. (2025). The effectiveness of mentoring and coaching in the career development of nurses into the tertiary healthcare. *Journal of Medical & Health Sciences Review*, 2(1), 3384-3402.
- Brino, K. (2023). Nursing and health care: A comprehensive overview. *International Research Journal of Nursing and Midwifery*, 12(3), 1-4. <https://doi:10.14303/2315-568X.2022.52>
- Catherine, C. & Mike, N. (2014). On the job training among nurses in Nigeria. *Journal of Medicine and Nursing Science*, 1 (2), 120 – 135.
- Culbertson, R. (2013). *Introduction to nursing sciences*. London: Jus Publishers.
- Daba, L., Beza, L., Kefyalew, M., Teshager, T., Wondimneh, F., Bidiru, A. & Ketema, I. (2024). Job performance and associated factors among nurses working in adult emergency



- departments at selected public hospitals in Ethiopia: A facility-based cross-sectional study. *BMC Nursing*, 23, 312. <https://doi.org/10.1186/s12912-024-01979-w>
- Economic By Design (EBD, 2026). Tertiary care explained: specialisation, centralisation and the economics of expertise. <https://economicsbydesign.com/health-system/healthcare-delivery/tertiary-care-explained/>
- Fong, T. S., Hassan, Z., Kasa, M., Balang, R. V. & Abdullah, S. M. (2021). Exploring mentoring skills to assist new nurses: Mentors' and mentees' perspectives. *International Journal of Academic Research in Business and Social Sciences*, 11(14), 118-135. <http://dx.doi.org/10.6007/IJARBS/v11-i14/8534>
- Gharajeh-Alamdari, N., Mirzaei, A., Mehri, S. & Soola, A. H. (2025). Assessing the relationship between supervisor knowledge sharing and innovative behaviors among clinical nurses: the mediating role of organizational learning. *BMC Nursing*, 12(1), 508. <http://doi:10.1186/s12912-025-03165-y>
- Gillet, B. (2020). *Impact of job satisfaction on organizational performances*. New York: McGraw Hill.
- Hopayian, K. (2022). Health care systems: Primary, secondary, tertiary and quaternary care. *Journal of Family Medicine & Medical Science Research*, 11, 133. <http://doi:10.37532/2327-4972.22.11.133>
- Kaplan, D. & Jessy, C. (2020). Nurses' intentions and organizational productivity. *Journal of Neonatal Nursing*, 20(2), 221 – 235.
- Kingsley, B. & Ngozi, D. (2021). Information needs of nurses in health allied medical centres in Nigeria. *Journal of Medical Sciences*, 15(3), 22-31.
- Koirala, N., Subba, D., Shrestha, M. & Barakoti, B. (2024). The impact of mentorship programs on nurses in the workplace: A comprehensive review. *Purbanchal University Health Journal*, 2(1), 35-40.
- Moran, C. G., Lecky, F., Bouamra, O., Lawrence, T., Edwards, A., Woodford, M., Willett, K., Coats, T. J. (2018). Changing the system - Major trauma patients and their outcomes in the NHS (England) 2008-17. *EClinical Medicine*, 5(2-3), 13-21. <http://doi:10.1016/j.eclinm.2018.07.001>.
- Onifade, G. (2021). Strategies in drug management in Nigerian medical centres. *Journal of Clinical Nursing*, 5(2), 111 – 124.
- Osiebe, P. O., Bassey, M. M. & Udoh, I. U. (2023). Descriptive study of information literacy skills and utilization of electronic information resources by undergraduate Computer Science students in Michael Okpara University of Agriculture, Umudike, Abia State, Nigeria. *Lokoja Journal of Information Science Research*, 1(2), 156-170.
- Patigayon, S. M. I., Serad, J. B., Bacarissas, J. P., Amores, G. E. A. & Picardo, R. L. I. (2025). Organizational communication and work values on collaboration among nurses. *International Journal of Research and Scientific Innovation (IJRSI)*, vii(v), 1770-1800. <https://doi.org/10.51244/IJRSI.2025.120500166>
- Udoh, I. U. & Jude-Iwuoha, A. U. (2025). An examination of librarians' Information and Communication Technology (ICT) competencies for reference services provision in public university libraries in Abia and Imo States, Nigeria. *Jewel Journal of Librarianship*, 20(2), 74-92.
- Udoh, I. U. & Okafor, V. N. (2022). Information literacy and digital literacy skills of 21st century library and information sciences professionals. In N. Singh & S. Singh (Eds.), *Smart libraries and information management in digital environment*, 11. Delhi: B.R. Publishing Corporation.



- Udoh, I. U., Agbo, A. D. & Osiebe, P. O. (2025). Cybersecurity management skills as determinant of effective digital library services provision in public university libraries in some states in Southern Nigeria. *Library and Information Perspectives and Research*, 7(3), 98 – 120. <http://doi.org/10.47524/lipr.v7i3.121>
- Ughasoro, M. D., Musa, A., Yakubu, A., Adefuye, B. O., Folahanmi, A. T., Isah, A., Onyemochi, A., Chukwu, E. E., Chukwudi, C. U., Dadi-Mamud, J. N., Effa, E., Egharevba, H. O., Etokidem, A., Mbachu, A.N., Njokanma, A. R., Ogunfowokan, A. A., Ohihoin, N. E., Onwuamah, C., Orunmuyi, T. A., Salako, A. O., Yusuf, A. A., Okubadejo, N., Anepo-Okopi, J., Ezechi, O. & Salako, B.L. (2022). Barriers and solutions to effective mentorship in health research and training institutions in Nigeria: Mentors, mentees, and organizational perspectives. *Niger Journal of Clinical Practice*, 25(3), 215-225. http://doi:10.4103/njcp.njcp_154_20.
- Verdiansyah, R., Hariyati, R. T. S., Afriani, T., Handiyani, H., & Yetti, K. (2025). Roles and functions of nursing management in strengthening the healthy nurse program for nurses at hospital. *Indonesian Journal of Global Health Research*, 7(6), 11–20. <https://doi.org/10.37287/ijghr.v7i6.152>.