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Original Article

Supervisory Relationships and their Impact on the Well-being of Academic Staff at Makerere University

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Well-being,
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Supervisory Relationships.

This study examined the perception of supervisory relationships on the academic staff's well-being at Makerere University in terms of engagement, mentoring, assessment of skills, and recognition. Following the pragmatist research paradigm and a cross-sectional survey design, a mixed-method approach based on a convergent parallel design was used to manage data. Quantitative data was collected using self-administered questionnaires from 286 academic staff proportionally drawn from three colleges and one school, while qualitative data was obtained from four heads of departments using a structured interview guide. Quantitative data was analysed using descriptive (frequencies, %ages, and means) and inferential statistics (correlations using the Pearson correlation coefficient, analysis of variance (ANOVA), and simple linear regression). The qualitative data was analysed through thematic and content analysis inductively. Later, both data sets converged during interpretation to obtain common implications about each objective. A statistically significant positive correlation was established between well-being and supervisory relationship ($r = .422$, $n = 284$, $p < .000$). The effect was established through a simple regression analysis, which reflected the adjusted $r^2 = .176$, which implied that the supervisory relationship contributes 17.6% to the academic staff well-being and this assertion was well confirmed by the qualitative information. Supervisory relationships are an important predictor of academic staff well-being. Therefore, the management of the university should support and encourage supervisory relationships by initiating and developing policies and practices that aim at enhancing the well-being of academic staff.

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INTRODUCTION

In academic institutions, the well-being of academic staff plays a pivotal role in fostering a conducive learning environment. Central to this well-being are the perceptions of supervisory relationships, which hold the potential to significantly influence the work experiences and overall satisfaction of academic staff members. This study delves into the intricate dynamics of supervisory relationships and their consequential impact on the well-being of academic staff at Makerere University. By examining these perceptions within the unique context of the university, this research aims to shed light on the nuanced interplay between supervisory interactions and the holistic well-being of academic staff. Through this investigation, valuable insights can be gained to enhance the academic environment further and contribute to the overall success of both individual academic employees and the institution as a whole.

Historically, the problem of ill well-being of employees in organizations is not a new phenomenon. According to Riva, Belingheri, De Vito, and Lucchini (2018), the history of well-being starts with the Italian physician Bernardino Ramazzini in 1700 who wrote about the effects of work exposure during the Industrial Revolution as he sought to improve employee workplace well-being. Also, studies have been carried out on the importance of preserving hours of work in the second half of the 18th century when Robert Marcus Owen 1810 proposed a 10-hour workday and eight hours of recreation. (Rucker, 2020). Accordingly, scholars like Gainer (2008) noted that Charles Turner Thackrah is acknowledged for having created the first written account of the health problems of industrial workers in the pursuit of improving employee well-being in 1832. Thackrah illuminated that employers often operate their organizations with disregard for

moderating or restraining their employees' working conditions (Gainer, 2008). According to Melnyk, Amaya, Szalacha, and Hoying (2016), the advent of Employee Assistance Programs (EAPs) in the United States in the 1950s and the development of worksite wellness linked with the activities of the Occupational Safety and Health Movement (OSH) and the worksite health promotion movement (WHP), which developed in the late 1970s and 1980s were concerned with lifestyle, health information, behavioural change, counselling, and fitness delivery.

In higher education, this problem is gaining ground in many countries. In the UK, 90% of academics report working while sick (Kinman & Wray, 2021). In Northern Ireland, mental health accounted for approximately 48.2% of the variance in academics (Shen & Slater, 2021). In Africa, job-specific and organizational stressors resulting from high job-related demands at approximately 89.3% affect South African academic staff, where 76.8% of administrators and 96.8% of researchers are the ones affected (Naidoo-Chetty & du Plessis, 2019; Jasson, du Plessis & Simons, 2022). In Nigeria, health-seeking behaviour and illness cognition factors significantly contributed to the psychological well-being of lecturers (Oluwole et al., 2022). In Uganda, results indicated that there is high stress at 74.4%, the Makerere University academic staff reported (Atugonza et al., 2021). Results showed that more than half (58%) of the academic staff had moderate levels of burnout, while 38% of academic staff in public universities had high levels of burnout (Kabunga, 2020). Mugizi et al. (2021) revealed that compensation management predicted employee well-being in private universities. However, none of these studies focused on the impact of the workplace environment on the well-being of academic staff at Makerere University.

This study was guided by the job demand resources theory Bakker and Demerouti (2007) and was preferred for three reasons. First, it explains how working conditions influence employees and how employees actively influence their working conditions (Bakker & Demerouti, 2017). Second, the theory assumes that all work environments can be modelled by job demands and job resources that have unique and independent effects on employee well-being. Job demands are aspects of the job that demand effort and are associated with certain physiological and psychological costs, for example, workload, complex tasks, and conflicts, and may lead to health impairment (Demerouti et al., 2001). Job resources pertain to those physical, psychological, social, or organizational aspects of the job that help employees deal with job demands and achieve their goals. For example, performance feedback, social support, and skill contribute to work engagement and buffer the impact of job demands (Deci & Ryan, 1985). The third proposition notes that personal resources such as optimism and self-efficacy play similar roles to job resources. Thus, Individuals who are high in optimism and self-efficacy believe that good things will happen to them and that they are capable of handling unforeseen events (Bakker & Sanz-Vergel, 2013).

Conceptually, according to Ruggeri et al. (2020), employee well-being refers to a combination of feeling good and functioning well, the experience of positive emotions such as happiness and contentment as well as the development of one's potential, having some control over one's life, having a sense of purpose, and experiencing positive relationships. Meanwhile, Bennett et al. (2017) defined well-being at work as reflecting life satisfaction, the prevalence of positive emotions and moods of individuals on their job, and, in particular, the feelings that the work provides the opportunities to develop their potential for self-actualization. In specific terms, the study looked at workplace well-being, which Nielsen et al. (2017) defined as a state of an individual's mental, physical, and general health, as well as experiences of satisfaction both at and

outside work. It describes all aspects of an individual's working life, including the quality and safety of the working physical environment, the climate at work, and work organization (Burke & Richardson, 2019). Aryanti and Sari (2020) defined workplace well-being as a sense of accomplishment that is associated with the feelings of workers in general and intrinsic and extrinsic work values. In this study, workplace well-being was looked at in terms of work satisfaction, organizational respect for employees, employer care, and intrusion of work into private life.

On the other hand, supervisory relationships were positioned as the causal predictors in this study. According to Kumar and Mokashi (2020), supervisory relationships refer to the interpersonal relationship between supervisors and subordinates in terms of career mentoring, development of one's performance, career network, and job direction and facilitation, recognition, and appreciation by the workplace. In this study, supervisory relationships were looked at in terms of employee engagement, mentoring, assessment of skills, and employee recognition.

According to Uganda's Auditor General's Report of 2015, out of 2,774 established academic staff positions for Makerere University, only 1,333 (or 48%) were filled, leaving a gap of 1,441 (or 52%). This report collaborated with the Rwendaire Report of 2017, which indicated that between 2015 and 2016, over 69 people left the university (Rwendaire, 2017). Researchers like Ssali et al. (2019) indicated that between 2009 and 2013, the university lost 50 senior academic staff for other universities, and in 2015 and 2016, over 69 left. Ndyabahika (2019) noted that between 2013 and 2014, 477 lectures left. These statistics are not only perturbing but pointers to the bigger problems of providing quality higher education. According to Atugonza et al. (2020), Makerere University staff were stressed due to institutional challenges. These prompted the question: Why has Makerere University consistently failed to retain qualified academic staff? In this study, the researcher attempted

to examine whether there is a relationship between the workplace environment of university academic staff and well-being in the workplace. Statement of the Problem

Academic staff well-being in higher education institutions like Makerere is critical for the realization of quality higher education (Mugizi, Amwine, & Rwothumio, 2021). At Makerere University, strategies have been put in place to enhance the well-being opportunities for collaborative research, PhD scholarships, skill building, scientific writing, and sources of research funding schemes (Nabatte, 2019; Semeere et al., 2021). Despite these improved strategies for academic staff well-being, some staff continued to exhibit high intent to quit the university soon after graduating or even before serving the University (Mwesigwa et al., 2020; Ndyabahika, 2019; Ssali et al., 2019; Nabunje, 2019; Rwendaire, 2017). This high turnover gives an impression of ill-being among the academic staff (Atugonza et al., 2021; Kabunga, 2020). Could it be that the interventions are not addressing the root causes of ill-being? If so, proper well-being analysis needs to be done; otherwise, Makerere University will continue using interventions that do not address the root causes of ill-being. The purpose of this study was to explore the perceptions of supervisory relationships on the well-being of the academic staff at Makerere University.

REVIEWED LITERATURE

There are several studies on supervisor support across all levels of education, from primary school to university education (Enwereuzor et al., 2021; Van Rensburg et al., 2017; Celik et al., 2020). Since lecturers are the most important asset of higher educational institutions, the focus on supervisory relationships among lecturers has been researched across a variety of topics. For instance, the outcomes of supervisor support among lecturers in higher education institutions (Enwereuzor et al., 2021) and individuals' employee engagement (Hamzah & Nordin (2022) were studied, which justify the benefit of this construct to every aspect of the profession.

Using a quantitative approach, Hamzah and Nordin (2022) investigated the mediating role of job-related affective well-being between perceived supervisor support and work engagement among university academic staff in Malaysia. The job-related affective well-being was scored into two subscales: positive and negative. The results revealed that both positive emotion and negative emotions of job-related affective well-being partially mediated the relationship between perceived supervisor support and work engagement. Celik et al. (2020) investigated the effect of leadership style on the subjective well-being of the role of perceived supervisor support in higher education institutions in Turkey and acknowledged that the happiness manager's happiness influences the leadership style of the academic staff working at universities influences the leadership style of the academic staff working at universities in the workplace. Enwereuzor et al. (2021) examined how the quality of a subordinate's relationship with their direct supervisor influences the subordinate's psychological well-being and also examined the moderating role of person-supervisor-fit (P-S) between subordinate's relationship and psychological well-being. Their findings revealed that the positive relationship between relationship quality and psychological well-being was moderated by person supervisor-fit; thus, the relationship was stronger when P-S fit was low rather than high.

Van Rensburg et al. (2017) examined the relationship between supervisor support, flourishing at work, and intention to leave in a South African higher education setting. The structural modelling indicated that supervisor support (autonomy, competence, and relatedness of employees) predicted employees' flourishing at work. The multidimensional perspective of flourishing at work confirmed the inclusion of feeling well (emotional well-being) and functioning well (psychological and social well-being). Dwiyantri et al. (2021) examined the correlation between affective well-being and supervisor support for work involvement using a quantitative approach on lecturers from

universities in Indonesia. The results revealed that affective well-being has a significant correlation to work involvement. Charoensukmongkol and Phungsoonthorn (2021) examined the role of supervisor support in explaining the degree of perceived uncertainties and emotional exhaustion that academic employees experience due to the COVID-19 crisis in higher education institutions in Thailand. The results significantly confirmed that supervisor support has a negative effect on employees' perceived uncertainties. Perceived uncertainties also significantly mediate the negative effect of supervisor support on the employees' emotional exhaustion.

Shih et al. (2023) conducted a study to examine whether occupational stress mediated the relationship between abusive supervision and the well-being of nursing staff working in a general hospital in Taiwan. Their mediation analysis with bootstrapping found that occupational stress mediated the relationship between abusive supervision and employee well-being, which included psychological, physical, and social well-being. They conjectured that abusive supervision influences employee well-being while occupational stress mediates the relationship between abusive supervision and employee well-being. McIlroy et al. (2021) examined situations in which employees request support from their supervisor but do not receive it, termed 'unanswered supervisor support', which employees term as 'lack of support'. The researcher anticipated that lower need satisfaction would mediate the negative relationship between unanswered support and its predicted outcomes (well-being, performance, and relational outcomes). The researchers anticipated that attributions for the lack of support would moderate these indirect effects (well-being, performance, and relational outcomes). The researchers revealed that unanswered support indirectly affected the outcomes through lower need satisfaction. They also noted that unanswered supervisor support appears to reduce employees' psychological need satisfaction, negatively impacting how they feel, behave, and connect with others.

Gilbert and Kelloway (2018) conducted a study to examine whether transformational leaders recognize employee efforts more and whether that recognition is associated with enhanced well-being of healthcare organizations in Atlantic Canada. They further assessed whether transformational leaders give employees recognition in a manner that increases the association between recognition and well-being. Their results revealed that transformational leaders provide more recognition to individual employees, yet recognition is more strongly related to well-being when leaders. Merino and Privado (2015) studied the mediating relationship between employee recognition, well-being, and psychological resources. Their results further revealed that the effect of recognition over positive psychological functioning was two times greater with peer recognition than with supervisor recognition and the effect of positive psychological over well-being. This literature reveals the fundamental role of the supervisor relationship and its relationship with well-being. However, from the contextual point of, little was studied from Makerere University, but still, even methodologically, none of the studies used the mixed approach as the current study. Still, these studies mainly looked at well-being, and few linked it to supervisory relationships using the job performance theory.

METHODOLOGY

Sample and Procedure

The sample size of the academic staff for the quantitative aspect constituted a minimum of 389 out of 569 distributed in three colleges and one school. The sample size for each college/school was determined by proportionate stratified sampling. The researcher used 286 academic staff at Makerere University, including professors, associate professors, senior lecturers, lecturers, and assistant lecturers, to determine perceptions of supervisory relationships and their well-being using self-report questionnaires. The academic staff were from three colleges and one school. The qualitative sample comprised four academic staff

and four heads of department who were perceived to hold in-depth information.

Data Collection Tools

The questionnaire included items on the perceived quality of supervisory relationships and well-being (work satisfaction, organization respect for employees, care from employees, and intrusion of work into private life). The data was analysed using factor analysis, descriptive statistics, Pearson correlation coefficient, Analysis of variance, and regression analysis. The researcher personally conducted interviews with four academic staff and four heads of departments from the three colleges and one school.

Instrumentation

The study used a mixed-method approach; a concurrent survey design was employed. In particular, the quantitative approach used a cross-sectional survey design, and the qualitative used a phenomenological design. Data were collected using self-administered questionnaires and interview guides. The questionnaires comprised three sections: Section A was on the background characteristics of the respondents, and Section B was on the well-being of academic staff with questions on work satisfaction, organization respect for employees, care from employer, and intrusion of work into private life. Section C supervisory relationships. The self-administered questionnaires had close-ended items based on the nominal scale with appropriate alternatives given for section A and an ordinal scale based on the five-point Likert from a minimum of 1 through 5. Closed-ended questions were selected because they are easy to administer, code analyses, and allow comparisons and quantification, producing fully completed data while avoiding irrelevant responses. An interview guide, which is a face-to-face data collection instrument, was used to collect qualitative data. The design of the interview items was a standardized open-ended interview that allowed the participants to provide detailed information because of the probing questions as a means of follow-up.

Data Management and Control

The analysis of data was done at different levels, namely univariate, bivariate level, and multivariate. At the univariate level, data analyses were based on descriptive statistics. At the bivariate level, the researcher correlated the dependent variable (DV's) well-being with each of the dimensions of the workplace environment using the Pearson correlation coefficient. At multivariate levels, the researcher used simple linear regression, with each regressed against the DV (well-being) on the dimensions of workplace well-being.

RESULTS

Background Characteristics

The results on the age group of the respondents in years in *Table 1* showed that the modal percentage (48.8%) of the respondents was those between 40 to 49 years, followed by those who were between 50 to 59 years (27.0%), and the lowest were those aged 60 years plus (1.4%) (4.4%). This means that the academic staff at Makerere University were largely those between 40 and 49 years old. In regards to the sex of respondents, the modal percentage (58.7%) were males, with the females being 41.3%. This suggested that the majority of the academic staff at Makerere University were males. Data on marital status showed that the modal percentage (66.8%) comprised the married, 26.8% were single, and 6.3% were others. This indicates that most academic staff at Makerere University were married.

Regarding the academic rank, the majority (34.2%) of the respondents were lecturers, followed by 31.7% who were assistant lecturers. This indicates that most academic staff at Makerere University were lecturers. The level of education attained indicated that the majority (65.0%) of the respondents were PhD holders, followed by those who had Masters (30.0%), and the lowest were those others (1.5%). This means that the academic staff at Makerere University were largely those with PhD qualifications.

The data on the administrative responsibilities of the respondents revealed that the majority

(91.7%) of the respondents were others, followed by 6.8% who were heads of departments, and the remaining 1.7% were deans.

Regarding the teaching experience in years, the modal percentage (44.6%) of the respondents had served between 6 to 10 years, followed by 42.1% who had served 10 years and 5.3% who had served less than three years. This indicates that

most academic staff at Makerere University had served between 6 to 10 years. The respondents' employment contracts The data on the college of the respondents revealed that the modal percentage (50.7%) of the respondents were from CoHS, followed by 22.7% who were from CEES and 21.0 from COBAMS and the remaining 5.6% were from the School of Law.

Table 1: Descriptive Results for Demographic Characteristics

Item	Categories	Frequency	Per cent
Age group in years	Less than 30	15	5.3
	30 to 39	50	17.5
	40 to 49	139	48.8
	50 to 59	77	27.0
	60 plus	5	1.4
	Total	286	100.0
Sex of the Respondent	Male	168	58.7
	Female	118	41.3
	Total	286	100.0
Marital Status	Married	191	66.8
	Single	77	26.9
	Others	18	6.3
	Total	286	100.0
Academic rank	Teaching Assistant	24	8.5
	Assistant lecturer	90	31.7
	Lecturer	98	34.2
	Senior lecturer	56	19.7
	Associate professor	18	6.0
	Total	286	100.0
level of education attained	Bachelor's degree	10	3.5
	Master's degree	86	30.0
	PhD	185	65.0
	Others	5	1.5
	Total	386	100.0
Administrative responsibility	HOD	16	6.8
	Dean	4	1.5
	Others	266	91.7
	Total	286	100.0
Teaching experience in years	Less than 3 years	15	5.3
	3 -5 years	23	8.0
	6- 10 years	128	44.6
	10 years plus	120	42.1
	Total	286	100.0
Employment contract	Part-time	21	7.3
	Full time	239	83.6
	Contract	26	9.1
	Total	286	100.0
College, one belongs to	CoHS	145	50.7
	COBAMS	60	21.0
	CEES	65	22.7
	SOL	16	5.6
	Total	286	100.0

Workplace Well-Being Dimensions

The aim of the study was to explore the perceptions of supervisory relationships on the well-being of the academic staff at Makerere

University. The variables were workplace well-being as the dependent variable and supervisory relations as the independent variable. *Table 2* shows the descriptive statistics of workplace well-being.

Table 2: Descriptive Statistics for workplace well-being dimensions

Item	Mean	Standard deviation
Work satisfaction	3.26	.82003
Organizational respect for employee	2.89	.88327
Care from employer	2.67	.93122
Intrusion of work into private life	3.52	.84098

Source: Primary Data

Results from *Table 2* indicate that measures of well-being perform poorly. Work satisfaction stands at the mean value of 3.26, while intrusion of work into private life is at 3.56. Organizational respect for employees is just slightly below average at a mean value of 3.89. It is only caring from the employer, which is slightly good at a level of disagreement that it is not done. Accordingly, the result implies that care from employers and organization respect for employees were dissatisfying factors among academic staff, unlike work satisfaction and intrusion of work

into private life, which the respondents took to be good.

Supervisory Relationship

The independent variable was the supervisory relationship studied using ten items, as shown in *Table 3*. The question items were scaled on the Five Point Likert where 5= Strongly Agree, 4 = Agree, 3 = Not Sure, 2 = Disagree and 1= Strongly Disagree. The results are presented in *Table 3*.

Table 3: Descriptive Statistics for Supervisory Relationship

Supervisory relationship	SA	A	NS	D	SD	Mean
My head of department communicates effectively with me	36 (12.6)	103 (35.8)	15 (5.3)	112 (39.3)	20 (7.0)	3.08
My head of department makes time to listen to me	35 (12.4)	70 (24.6)	15 (4.9)	105 (36.6)	61 (21.5)	2.69
My head of department really cares about my well-being	20 (7.0)	48 (16.8)	39 (13.6)	108 (37.8)	71 (24.8)	2.43
My head of department keeps me informed of any major changes in the work environment.	23 (8.1)	94 (32.9)	27 (9.4)	109 (38.1)	33 (11.5)	2.88
My head of department strongly considers my career goals	13 (4.6)	54 (18.9)	33 (11.5)	149 (52.1)	37 (12.9)	2.50
My head of department tries to meet my work needs.	16 (5.6)	36 (12.6)	31 (10.8)	147 (54.4)	56 (19.6)	2.33
My head of department recognizes my work strengths	13 (4.5)	54 (18.9)	26 (9.1)	142 (49.7)	51 (17.8)	2.43
I can rely on my head of department when I ask for help with work	15 (5.1)	45 (15.7)	30 (10.5)	143 (50.2)	53 (18.5)	2.39
My head of department encourages me when I am in difficult times at work	11 (3.8)	36 (12.6)	30 (10.5)	141 (49.3)	68 (23.8)	2.23
My head of department makes a point of expressing appreciation when I do a good job	53 (5.3)	77 (27.1)	30 (10.2)	111 (39.1)	52 (18.3)	2.62

Key: 5= Strongly Agree, 4 = Agree, 3 = Not Sure, 2 = Disagree and 1= Strongly Disagree.

The findings in *Table 3* on whether the respondents' heads of department communicate well with them cumulatively, the majority of the respondents (48.4%) agreed 46.3% disagreed, and 5.3% were not sure. The mean = 3.08, which is slightly above the average of 3, meant that the majority of the respondents were in agreement, but those disagreeing were as well. As to whether the respondents' heads of departments make time to listen to them, the majority (58.1%) disagreed, while 37.0% agreed. The mean of 2.69, which is less than 3, suggests that the respondents disagreed on the item. Therefore, heads of departments do not make time to listen to academic staff when they approach them. As regards whether the heads of the department really care about the lecturers' well-being, a majority of respondents (62.6%) disagreed, while 23.8% agreed and 13.6% were not sure. The mean of 2.43 also suggests that department heads did not care about the lecturers' well-being. With respect to whether heads of departments keep academic staff informed of any major changes in the work environment, the majority (49.6%) of respondents, with a mean of 2.88 disagreed, while 41.0% agreed and 9.4% were not sure. This suggests that, to a smaller extent, the respondents' head of department keeps them informed of any major changes in the work environment.

On whether the respondents' heads of department strongly consider their career goals, a majority of respondents (65.0%) disagreed, while 23.5% agreed and 11.5% were not sure. Accordingly, the mean of 2.50 suggested that heads of departments do not strongly consider the career goals of academic staff. Also, on whether the heads of department try to meet their work needs, cumulatively, the majority of the respondents (74.0%) disagreed while 18.2% agreed and 10.8% were not sure, hence a mean of 2.33 close to code 2, which suggests strong disagreement. Therefore, heads of departments do not meet academic staff

work needs. The study also found that heads of departments do not recognize academic staff work strengths since the majority (67.5%) of the respondents disagreed, yet those who agreed were 23.4%, and the mean was only 2.43, implying a strong disagreement.

In regard to reliance on heads of department when asked for help with work, the majority of the respondents (68.7%) disagreed, while 20.8% agreed and 10.5% were not sure, hence a mean of 2.39, which suggests a strong disagreement. With respect to whether heads of departments encourage academic staff when they are in difficult times at work, 73.1% disagreed, and the mean was 2.23, suggesting a very strong disagreement. As regards whether heads of department make it a point to express appreciation when academic staff do a good job, 57.4% disagreed, while 32.4% agreed and 10.2% were not sure, hence a mean of 2.62. Therefore, heads of departments do not make it a point to express appreciation when academic staff do a good job.

Examining the Relationship between Supervisory Relationships and Academic Staff Well-being at Makerere University

The study went further and looked at the relationship between supervisory relationships and academic staff well-being. The investigator hypothesized to conduct correlations. The hypothesis (H1) stated that *Supervisory relationships significantly affect academic staff well-being at Makerere University*, while the null hypothesis (H0) stated that *Supervisory relationships do not significantly affect the well-being of academic staff at Makerere University*. A Pearson's correlation coefficient and simple linear regression were run to test the relationship and the effect, respectively. The results from Pearson's correlation coefficient technique are presented in *Table 4*.

Table 4: Pearson’s correlation coefficient index between supervisory relationships and academic staff well-being at Makerere University

		Wellbeing	Supervisory relationships
Wellbeing	Pearson Correlation	1	.422**
	Sig. (2-tailed)		.000
	N	284	284
Supervisory relationships	Pearson Correlation	.422**	1
	Sig. (2-tailed)	.000	
	N	284	284

According to Pearson’s correlation coefficient index, the results were statistically significant, with a positive correlation between well-being and supervisory relationship ($r = .422, n = 284, p < .000$). Therefore, the null hypothesis was rejected and accepted the alternative that there was a statistically significant relationship between

supervisory relationship and well-being of academic staff at Makerere University. Furthermore, a simple linear regression analysis was made to establish the extent of the effect of supervisory relationships on the well-being of academic staff at Makerere University, and the findings are presented in *Table 5*.

Table 5: Model summary on supervisory relationships and academic staff well-being at Makerere University.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.422a	.178	.176	.48843

a. Predictors: (Constant), SR

From *Table 5*, the adjusted r^2 is 0.176, implying that supervisory relationships contributed to 17.6% of the change in academic staff well-being at Makerere University; the remaining 82.4% was

accounted for by other factors not considered in the study. However, on analysis of the analysis of variance among variables, *Table 6* provides results.

Table 6: ANOVA on supervisory relationships and academic staff well-being at Makerere University

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.357	1	14.357	60.181	.000b
	Residual	66.082	277	.239		
	Total	80.439	278			

a. Dependent Variable: WB

Predictors: (Constant), SR

The regression was $F = 60.181$ and $sig = 0.000$, which is less than 0.05. This implied that supervisory relationships significantly predicted academic staff well-being at Makerere University.

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

The study established a statistically significant positive correlation between supervisory relationship and well-being as indicated Pearson’s correlation coefficient index results ($r = .422, n = 284, p < .000$). These findings are in line with the work of other scholars such as Hamzah et al.

(2021) who put forward that job affective well-being and perceived supervisors were strong predictors of work engagement of university employees. Hamzah and Nordin (2022) revealed that positive emotions and negative emotions of job-related affective well-being partially mediated the relationship between perceived supervisor support and the work engagement of academic employees. Van Rensburg et al. (2017) revealed that supervisor support predicted employees’ flourishing at work. Shih, Yeh, et al. (2023) abusive supervision influences employee well-being while occupational stress mediates the

relationship between abusive supervision and employee well-being. McIlroy et al. (2021) revealed that unanswered supervisor support appears to reduce employees' psychological need satisfaction, negatively impacting how they feel, behave, and connect with colleagues.

The results from the simple regression analysis showed the adjusted $r^2 = .176$, which implied that supervisory relationships contributed to 17.6% of the change in academic staff well-being at Makerere University. This meant that the remaining 82.4% was accounted for by other factors not considered in the study. The findings are in line with Enwereuzor et al. (2021), who examined how the quality of a subordinate's relationship with their direct supervisor influences the subordinate's psychological well-being and also examined the moderating role of person-supervisor-fit between subordinate's relationship and psychological well-being of academic employees of two federal universities in Nigeria. Celik et al. (2020) acknowledged that the manager's happiness influences the leadership style of the academic staff working at universities in the workplace. Enwereuzor et al. (2021) revealed that there was a positive relationship between relationship quality and psychological well-being, which was moderated by person supervisor-fit.

The results in *Table 6* show a high F-value (60.181) and a significant p-value (0.000), indicating that supervisory relationships significantly predict academic staff well-being. The findings concur with Dwiyantri et al. (2021), who revealed that affective well-being has a significant correlation to work involvement. They also revealed that there was a substantial correlation between supervisor support and work involvement. Gilbert and Kelloway (2018) indicated that transformational leaders provide more recognition to individual employees. They further clarified that recognition is more strongly related to well-being when leaders are seen as transformational. Merino and Privado (2015) revealed that positive psychological functioning

mediates the relationship between recognition and well-being. This implies that where strong supervisory relationships exist, workers are assured that their well-being is enhanced.

In conclusion, the study underscores the critical importance of supervisory relationships in shaping the well-being of academic staff at Makerere University. Special attention was on effective communication, making time to listen to staff, caring about well-being, keeping staff informed of any major changes in the work environment, strongly considering career goals, meeting work needs, recognizing work strengths, relying on heads of departments for help with work; encouraging staff to work in difficult times; and making it a point to express appreciation of staff when they perform well. The findings reveal that the quality of their supervisory relationships significantly influences academic staff well-being. However, all dimensions of supervisory relationships need improvement since the level of disagreement with statements expressed in the affirmative was high (*Table 2*). These findings are vital for Makerere University and similar institutions seeking to enhance the overall well-being of their academic staff, as they illuminate the interconnectedness between supervisory relationships and the quality of academic work life. The implications of this research extend to the broader context of higher education institutions, as nurturing a positive and conducive workplace environment is essential for attracting and retaining high-quality academic talent, which, in turn, contributes to institution's ability to fulfil its educational mission and the meet the dynamic needs of society. Future directions for research could delve deeper into specific interventions and strategies that can optimize supervisory relationships and consequently enhance academic staff well-being, ultimately benefiting the entire academic community and the pursuit of quality higher education.

Therefore, the university council and management should develop training and development programs that target academic staff leaders and managers to improve their supervisory

relationships, especially focusing on the weak areas noted. Supervisors need to appreciate the need for cordial and supportive relationships when dealing with subordinates. Motivational mechanisms like improvement on bottom-up communication, establishment of social media communication channels, and holding consultative meetings are all important to be put in place by academic leaders.

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