

Relationship between Lecturers' Mentorship, Record-Keeping and Result-Collation Responsibilities and Job Effectiveness in Al-Hikmah University, Ilorin, Nigeria

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Abstract

Background of study: This study explores the impact of administrative responsibilities on lecturers' job effectiveness within a private university context. Increasing institutional demands have broadened lecturers' roles to encompass not only teaching and research but also mentorship, academic record-keeping, and result collation. These additional responsibilities are crucial for academic accountability but have raised concerns regarding their influence on performance and workload.

Aims and scope of paper: The research aims to examine the relationship between administrative duties—mentorship, record-keeping, and result collation—and lecturers' job effectiveness at Al-Hikmah University. The scope of the paper includes the analysis of how these responsibilities influence overall job performance, specifically focusing on lecturers' productivity and engagement in their academic roles.

Methods: A descriptive correlational survey design was used for this study, involving 152 lecturers selected through simple random sampling. Data collection was conducted using a validated and reliable instrument. Descriptive statistics and Pearson Product-Moment Correlation were employed to analyze the collected data.

Result: The study found that lecturers performed mentorship, record-keeping, and result collation responsibilities at moderately high levels. Job effectiveness was also moderate, with administrative workload impacting research productivity and lecture preparation. Significant positive correlations were found between each administrative responsibility and job effectiveness, suggesting that engaging effectively in these tasks enhances performance.

Conclusion: Administrative responsibilities are essential to lecturers' roles and can positively influence job effectiveness when adequately supported. This study contributes conceptually by identifying the specific administrative duties that shape job performance and methodologically by providing a validated instrument to assess lecturer workload. The paper recommends the enhancement of digital systems, balanced workload allocation, and improved administrative support to optimize lecturer effectiveness

A. Introduction

University lecturers occupy a central position in the achievement of institutional goals, as they are responsible for delivering high-quality teaching, conducting research, supervising students, and

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contributing to community development. However, the expectations placed on lecturers have evolved considerably in recent years, especially within Nigerian higher education. Studies have consistently reported that lecturers now engage in a wide range of administrative duties that were traditionally performed by non-academic staff or distributed more evenly across departments (Ofoegbu & Alonge, 2016; Olagunju et al., 2024). These additional responsibilities are not peripheral; rather, they form a critical component of academic governance and operational efficiency. Yet, their increasing scope has sparked ongoing debate about the extent to which administrative duties support or hinder lecturers' overall job effectiveness. Among the numerous administrative obligations lecturers routinely perform, three have become particularly prominent due to their direct link with student outcomes and institutional accountability: mentorship, record keeping, and result collation. Mentorship is no longer limited to academic advisory roles. It now encompasses emotional support, career guidance, academic counselling, and supervision of research projects. Evidence shows that effective mentorship enhances student engagement, learning outcomes, and academic success (Udom et al., 2020). However, it also demands significant time and emotional labour from lecturers, potentially affecting their capacity to maintain sustained productivity in teaching and research.

Record keeping has likewise grown in importance. As universities move towards data-driven decision-making, lecturers are increasingly responsible for documenting student attendance, assessment records, progress reports, and evaluation data (Abdulrahman, 2015; Usman & Bolaji, 2024). Though essential for academic transparency and regulatory compliance, record keeping is often time-consuming, particularly in institutions where digital systems are inadequate or inconsistently used. This administrative requirement, when poorly supported, may interfere with lecturers' ability to prepare well-structured lectures or conduct high-quality research. Result collation represents another demanding administrative responsibility. It involves collecting, verifying, computing, and submitting students' grades within specified timelines. This task requires precision, confidentiality, and adherence to strict deadlines—factors that frequently induce pressure and stress, especially when combined with other institutional expectations (Onyemah et al., 2024). Research indicates that increasing administrative load, including result management, is associated with higher stress levels and lower job satisfaction among lecturers (Aturu-Aghedo, 2024). Although result collation is vital for maintaining academic integrity and operational efficiency, it may also compete with teaching preparation time, scholarly writing, and innovative pedagogical practices.

The situation is particularly pronounced within Nigerian universities, where rising student enrolments, expanding programme offerings, and intensified regulatory oversight from bodies such as the National Universities Commission (NUC) have steadily increased administrative complexity (Chituru & Ngozi, 2019; Olagunju et al., 2024). Private universities, including Al-Hikmah University, Ilorin, are not exempt from these pressures. Their emphasis on quality assurance, timely reporting, and efficient administration means that lecturers often shoulder multiple operational responsibilities in addition to academic expectations. Despite these realities, limited empirical evidence exists on how specific administrative tasks—especially mentorship, record keeping, and result collation—affect lecturers' job effectiveness within the institution. Understanding this relationship is essential, given that job effectiveness encompasses teaching quality, research output, supervision, assessment practices, and student engagement (Olagunju et al., 2024; Gbesoewi et al., 2022; Lucky & Yusoff, 2015). When administrative tasks are well-structured and adequately supported, they can enhance efficiency, facilitate student development, and contribute to institutional cohesion (Beerken & van der Hoek, 2022). Conversely, when the workload is excessive or poorly coordinated, lecturers may struggle to balance administrative efficiency with academic excellence, leading to reduced research productivity, weakened student engagement, and compromised teaching preparation (Obinna-Akakuru et al., 2022; Okolocha et al., 2021).

Despite increasing scholarly attention on lecturers' workload and occupational stress, a specific empirical gap remains: the relationship between mentorship, record-keeping, and result-collation responsibilities and the job effectiveness of lecturers at Al-Hikmah University has not been systematically studied. Most existing studies examine administrative workload broadly across institutions, without isolating the three core responsibilities that have direct consequences for teaching and learning processes. Moreover, institutional variations in workload distribution, digital support, and administrative culture mean that findings from other universities cannot be automatically generalised to Al-Hikmah University. Given these gaps, this study provides a targeted investigation into how these three administrative responsibilities relate to lecturers' job effectiveness in Al-Hikmah University, Ilorin. By examining these responsibilities individually and collectively, the study generates evidence that can inform institutional

policies on workload allocation, digital automation, administrative support systems, and lecturer performance evaluation.

Universities rely on lecturers not only for teaching and research but also for fulfilling key administrative duties that sustain academic operations. In recent years, however, these administrative responsibilities have increased significantly across Nigerian higher institutions, placing additional demands on lecturers' time and energy (Ofoegbu & Alonge, 2016; Olagunju et al., 2024). At Al-Hikmah University, lecturers are expected to mentor students, keep accurate academic records, and collate results efficiently—all of which are essential for institutional accountability. Yet, these responsibilities often coincide with expectations for high-quality teaching, substantial research output, and continuous student engagement. Despite the growing administrative workload, the university lacks empirical data on how specific tasks—particularly mentorship, record keeping, and result collation—affect lecturers' job effectiveness. Evidence from Nigerian universities shows that increasing administrative duties contributes to stress, reduced research productivity, and difficulties in preparing adequately for lectures (Aturu-Aghedo, 2024; Olagunju et al., 2024). Mentorship responsibilities, while beneficial to student development, demand significant emotional and cognitive effort that may limit lecturers' availability for research and class preparation (Udom et al., 2020). Similarly, record keeping and result collation require meticulous attention, adherence to deadlines, and extended periods of administrative work, which may compete with lecturers' core academic tasks (Yidana & Akuna, 2022; Ogunode & Olaitan, 2023).

However, no study has specifically examined how these three administrative responsibilities relate to job effectiveness within Al-Hikmah University. Existing research tends to generalise administrative workload without isolating its individual components or assessing their implications for teaching quality, research productivity, and student engagement (Onyemah et al., 2024; Namutebi, 2019). Given the unique administrative structure, digital capacity, and workload expectations in private institutions, findings from other universities cannot be assumed to apply to Al-Hikmah University. This absence of institution-specific evidence creates a significant gap for university management, which must allocate workload, design performance evaluation systems, and provide administrative support without clear data on the extent to which these responsibilities affect lecturers' effectiveness. Therefore, there is a need to investigate the relationship between lecturers' mentorship, record-keeping, and result-collation responsibilities and their job effectiveness in Al-Hikmah University, Ilorin. Addressing this gap will help inform more balanced workload policies and enhance both academic performance and administrative efficiency.

Research Questions. The following questions are developed to guide the study:

1. What are the administrative responsibilities of lecturers in Al-Hikmah University?
2. What is the level of job effectiveness in Al-Hikmah University?

Research Hypotheses. One main hypothesis and three operational hypotheses were formulated and tested in this study. Ho1: There is no significant relationship between student mentorship responsibility and job effectiveness of lecturers in Al-Hikmah University, Ilorin. Ho2: There is no significant relationship between student record-keeping responsibility and job effectiveness of lecturers in Al-Hikmah University, Ilorin. Ho3: There is no significant relationship between the collation of students' results responsibilities and job effectiveness of lecturers in Al-Hikmah University, Ilorin.

Administrative responsibilities in universities comprise the non-teaching tasks lecturers perform to support institutional governance and ensure the smooth functioning of academic programmes. These responsibilities include mentorship, student record management, and result collation. Administrative roles have grown over time due to increases in enrolment, accountability systems, and regulatory oversight (Ofoegbu & Alonge, 2016). As a result, lecturers now juggle multiple duties that extend beyond their core academic obligations, contributing to workload expansion and heightened institutional demands (Adelekan, 2019; Mordi, 2025). Mentorship entails academic guidance, personal support, career advice, and supervision that lecturers provide to students. Udom et al. (2020) note that effective mentorship strengthens students' academic performance, encourages engagement, and enhances the overall learning experience. However, mentorship requires substantial time and emotional commitment, which may increase lecturers' workload and potentially interfere with research productivity and teaching preparation. The growing need for structured mentorship in universities makes it a major component of lecturers' administrative duties.

Record-keeping is critical to academic accountability. It includes documenting attendance, grades, assessments, and progress reports. Yidana and Akuna (2022) emphasise that effective record-keeping enhances transparency and improves communication between academic and administrative units. Additionally, Nwoko and Ogar (2024) highlight that accurate records support data-driven decision-making within institutions. Despite its importance, record keeping is often time-consuming and

demanding, particularly in institutions with limited digital tools, thereby increasing lecturers' administrative burden. Result collation involves verifying, computing, and documenting students' grades across courses and semesters. Ogunode and Olaitan (2023) note that this responsibility is essential for ensuring accuracy, fairness, and accountability in assessment. Nevertheless, tight deadlines, large class sizes, and limited administrative support can make this task stressful and error-prone. Result collation thus requires precision and time, adding significantly to lecturers' administrative responsibilities.

The increasing administrative responsibilities scholars describe align with workload and role-restrain perspectives, which suggest that when employees face multiple demands without corresponding support, performance and well-being may decline. Although this study does not adopt a specific theory, existing literature consistently links rising administrative duties with stress and reduced job effectiveness among academic staff (Sonja & Nkechi, 2021). This suggests the relevance of workload management approaches in understanding how administrative tasks influence lecturers' performance. Job effectiveness refers to a lecturer's ability to perform their professional duties successfully, including teaching, research, service, and student engagement (Olagunju et al., 2024). According to Gbesoewi et al. (2022), teaching quality and research productivity remain central indicators of academic performance. However, excessive administrative workload may hinder lecturers from meeting these expectations. For instance, Olagunju et al. (2024) found that excessive workload and unfavourable work environments significantly reduce job performance in Nigerian tertiary institutions. Thus, job effectiveness is influenced by both academic and administrative demands placed on lecturers.

Empirical findings show a strong association between administrative duties and occupational stress among Nigerian lecturers. Sonja and Nkechi (2024) found that administrative roles considerably increased lecturers' stress levels. This implies that administrative burdens may directly undermine job effectiveness. Obuh (2023) reported that lecturers' performance in teaching, script marking, supervising projects, and compiling examination results was closely linked to their administrative responsibilities. Their study underscores the need for equitable task distribution to support motivation and productivity. Similarly, Ogunode et al. (2023) found that excessive administrative duties, such as project supervision and reporting requirements, reduced lecturers' productivity. The study recommended delegating routine administrative tasks to non-academic staff to alleviate workload pressure. Olagunju et al. (2024), using data from Kwara State tertiary institutions, reported that workload and poor work conditions reduced lecturers' performance.

Although existing studies provide valuable insights into administrative workload and its effects on academic staff, few studies isolate and examine the specific roles of mentorship, record keeping, and result collation as distinct administrative responsibilities. Moreover, the literature lacks institution-specific evidence for Al-Hikmah University, where variations in administrative culture, digital support systems, and workload allocation may shape lecturers' experiences differently. This gap justifies the need for the present study. The reviewed literature demonstrates that administrative responsibilities influence lecturers' job satisfaction, stress levels, and performance. However, Most studies examine administrative workload broadly, not the individual components of mentorship, record-keeping, and result collation. There is limited empirical evidence on how these responsibilities affect job effectiveness in private universities, particularly Al-Hikmah University. Existing literature does not fully address how improvements in administrative support systems could moderate the relationship between these duties and job performance. The present study addresses these gaps by empirically investigating the relationship between lecturers' mentorship, record-keeping, and result-collation responsibilities and their job effectiveness in Al-Hikmah University, Ilorin.

B. Research Methods

This study employed a quantitative research approach using a descriptive correlational survey design to examine the relationship between lecturers' mentorship, record-keeping, and result-collation responsibilities and their job effectiveness at Al-Hikmah University, Ilorin. The correlational design was deemed appropriate because the study aimed to determine the direction and strength of relationships among the variables without manipulating any conditions. The population for this study comprised 243 lecturers at Al-Hikmah University, Ilorin. From this population, a sample of 152 lecturers was selected using simple random sampling, ensuring that each lecturer had an equal chance of being included. The sample size was determined using the Research Advisors' Sample Size Table, which recommends a sample of approximately 150 respondents for a population of 240–250 at a 95% confidence level. This approach ensured that the selected sample was adequately representative of the study population. Data were collected using a researcher-developed questionnaire titled: Lecturers' Administrative Responsibilities and Job Effectiveness Questionnaire (LARJEQ). The instrument consisted of two

sections: Section A: Items measuring lecturers' administrative responsibilities across three domains: (a) Mentorship, (b) Record Keeping, and (c) Result Collation. Section B: Items measuring lecturers' job effectiveness, covering aspects of teaching, research productivity, and student engagement. All items were rated using a 4-point Likert scale: 4 – Strongly Agree (SA); 3 – Agree (A); 2 – Disagree (D), and 1 – Strongly Disagree (SD). The questionnaire was subjected to content validity by experts in Educational Management, who reviewed the items for clarity, relevance, and alignment with the study objectives. Their suggestions guided the refinement of the instrument. To determine reliability, the instrument was pilot-tested with a group of lecturers from a similar institution. The internal consistency of the questionnaire yielded a Cronbach's alpha coefficient of 0.81, indicating good reliability for the scales used. Data were collected through both physical administration and electronic distribution of the questionnaire to facilitate wider participation and ensure timely response. Respondents were assured of confidentiality and informed that the data collected would be used solely for academic purposes. Data collected were analysed using the Statistical Package for the Social Sciences (SPSS) Version 20. Descriptive statistics, specifically mean and standard deviation, were used to answer the research questions. To test the hypotheses, the Pearson Product-Moment Correlation (PPMC) was employed at the 0.05 significance level. PPMC was selected to examine relationships between continuous variables (administrative responsibilities and job effectiveness). The questionnaire generated interval-level data suitable for correlation analysis. PPMC is appropriate for determining both the direction and strength of linear relationships. To interpret the mean scores, the following benchmark was adopted: 3.50 – 4.00 = Very High; 2.50 – 3.49 = Moderately High; 1.50 – 2.49 = Low and 0.00 – 1.49 = Very Low. These thresholds were used to categorise respondents' perceptions of their administrative responsibilities and job effectiveness.

C. Results and Discussion

Research Question 1: What are the administrative responsibilities of lecturers in Al-Hikmah University?

Table 1. Descriptive Analysis of Level of Administrative Responsibilities of Lecturers at Al-Hikmah University

S/N	Item	SD	D	A	SA	Mean	Std. Dev.	Remark
1	Lecturers dedicate sufficient time to mentor students	11	31	72	38	3.05	0.90	MH
2	Lecturers actively provide academic and career guidance to students	9	29	75	39	3.18	0.93	MH
3	Student mentorship significantly enhances lecturers' job satisfaction	11	32	72	38	3.11	0.93	MH
4	The university provides adequate support for mentorship to students by lecturers	21	44	59	29	2.76	0.86	MH
5	Lecturers spend a significant amount of time maintaining and updating student records	10	30	73	39	3.12	0.90	MH
6	The administrative process for student record-keeping is effective	18	42	62	30	2.84	0.88	MH
7	Student record-keeping tasks interfere with lecturers' core teaching and research duties	14	36	66	36	2.96	0.91	MH
8	The university provides adequate digital tools for student record management	23	46	56	28	2.68	0.84	MH
9	Keeping accurate student records enhances lecturers' tasks	12	31	71	38	3.09	0.90	MH
10	The collation of student results is a time-consuming administrative responsibility for lecturers	9	28	71	45	3.21	0.94	MH
11	Lecturers experience stress due to tight	10	31	71	41	3.18	0.92	

	deadlines for result collation							MH
12	Lecturers have access to efficient digital tools that make result collation easier	20	44	60	28	2.81	0.84	MH
13	Errors in student results often occur due to workload pressure on lecturers	14	35	66	37	2.97	0.92	MH
14	Lecturers are satisfied with the current university policies on result collation	22	45	58	28	2.73	0.85	MH
	Average mean					2.98		MH

Table 1 reveals that lecturers at Al-Hikmah University actively participate in various administrative responsibilities such as student mentorship, record-keeping, and result collation, with an overall average mean of 2.98, indicating a moderately high level of agreement among respondents. The analysis implies that the mean ratings of these items are greater than 2.50 beach marks. Specifically, lecturers are committed to student mentorship (average mean \approx 3.03), though they receive limited institutional support. They are also actively engaged in record-keeping (average mean \approx 2.94), but challenges such as insufficient digital tools and interference with teaching duties were noted. Likewise, result collation tasks (average mean \approx 2.98) are seen as time-consuming and stress-inducing due to tight deadlines and limited administrative support. Finding indicated administrative responsibilities of lecturers is high in Al-Hikmah University.

Research Question 2: What is the level of job effectiveness in Al-Hikmah University?

Table 2 Distribution of Responses on Level of Job Effectiveness in Al-Hikmah University

S/N	Item	SD	D	A	SA	Mean	Std. Dev.	Remarks
1	Lecturers' teaching quality is negatively affected by excessive administrative duties.	10	30	70	41	2.94	0.91	Moderate
2	Lecturers can deliver well-structured and engaging lectures.	10	28	74	41	2.96	0.90	Moderate
3	Student feedback helps lecturers improve their teaching effectiveness.	7	26	76	43	3.62	0.95	High
4	Lecturers use innovative teaching strategies to enhance student learning.	10	30	73	40	2.93	0.90	Moderate
5	Heavy workload limits lecturers' ability to prepare adequately for lectures.	13	33	68	39	2.47	0.63	Low
6	Lecturers' administrative responsibilities interfere with their research productivity.	12	32	69	40	2.90	0.92	Moderate
7	Lecturers have sufficient time to engage in high-quality research activities.	16	39	61	36	2.78	0.85	Moderate
8	The university provides adequate support for lecturers' research and publications.	18	43	59	32	2.47	0.63	Low
9	Excessive workload negatively impacts lecturers' ability to publish research papers.	14	34	67	37	2.85	0.84	Moderate
10	Lecturers have access to funding opportunities to support their research.	21	46	58	28	2.41	0.58	Low
11	Lecturers are actively involved in engaging students beyond classroom instruction.	9	29	73	41	2.96	0.89	Moderate
12	Large class sizes make it difficult for lecturers to engage students	11	32	69	40	2.91	0.91	Moderate

	effectively.							
13	Lecturers' workload prevents them from dedicating enough time to student engagement.	13	35	66	39	2.86	0.87	Moderate
14	The university encourages faculty-student interactions outside of class.	17	41	61	33	2.73	0.85	Moderate
15	Student engagement positively impacts academic performance.	8	27	74	43	3.00	0.93	Moderate
Average mean						2.87		Moderate

Table 2 shows that the lecturers at Al-Hikmah University generally agreed that they are effective in teaching, research, and student engagement despite facing heavy administrative workloads. The overall average of 2.87, which is above the 2.50 benchmark, indicates moderate performance levels. However, high workload and inadequate institutional support (Items 5, 8, and 10) were seen as major barriers to research productivity and teaching preparation. Lecturers acknowledged that student feedback (Mean = 3.02) and engagement (Mean = 3.00) enhance teaching quality and learning outcomes. The findings indicated a high level of job effectiveness in Al-Hikmah University.

H01: There is no significant relationship between student mentorship responsibility and job effectiveness of lecturers in Al-Hikmah University

Table 3. Relationship between Student Mentorship Responsibility and Job Effectiveness

Variable	N	Mean	S.D	Df	Cal r-value	p-value	Decision
Student Mentorship Responsibilities	152	3.03	0.89	150	0.412	0.001	H ₀₁
Job Effectiveness	152	2.87	0.918				Rejected

Table 3 reveals that the calculated correlation coefficient (r) is 0.412 with a p-value of 0.001 at 150 degrees of freedom (df = 150). Since the p-value (0.001) is less than the 0.05 level of significance, the hypothesis (H₀₁) is rejected. This means that there is a significant positive relationship between student mentorship responsibilities and job effectiveness in Al-Hikmah University, Ilorin. The correlation coefficient (r = 0.412) indicates a positive relationship, suggesting that lecturers who actively engage in student mentorship through academic guidance, project supervision, counselling, and personal support tend to demonstrate higher levels of job effectiveness.

H02: There is no significant relationship between students ' taking responsibility and job effectiveness of lecturers in Al-Hikmah University, Ilorin.

Table 4. Relationship between Record-Keeping Responsibility and Job Effectiveness

Variable	N	Mean	S.D	Df	Cal R-value	Cal P-value	Decision
Effective record-keeping responsibilities	152	2.89	0.93	150	0.365	0.000	H ₀₂
Job Effectiveness	152	2.87	0.918				Rejected

Table 4 reveals that the calculated correlation coefficient (r) is 0.365 with a p-value of 0.000 at 150 degrees of freedom (df = 150). Since the p-value (0.000) is less than the 0.05 level of significance, the hypothesis (H₀₂) is rejected. This indicates that there is a significant relationship between lecturers' record-keeping responsibilities and their job effectiveness at Al-Hikmah University, Ilorin. The correlation coefficient (r = 0.365) suggests a positive correlation, implying that lecturers who maintain accurate and up-to-date student records, such as attendance, grades, assessment reports, and academic progress, tend to perform better in their professional duties.

H03: There is no significant relationship between the collection of students' results responsibility and job effectiveness of lecturers in Al-Hikmah University, Ilorin.

Table 5. Relationship between Collation of Students' Results, Responsibility and Job Effectiveness

Variable	N	Mean	S.D	Df	Cal value	R-value	Cal value	P-value	Decision
Collation of Students' Results	152	2.92	0.92			0.392	0.000		H_{03} Rejected
Job Effectiveness	152	2.87	0.918	150					

Table 5 indicates that the calculated correlation coefficient (r) is 0.392 with a p-value of 0.000 at 150 degrees of freedom (df = 150). Since the p-value (0.000) is less than the 0.05 level of significance, the hypothesis (H_{03}) is rejected. This result therefore reveals that there is a significant relationship between lecturers' collation of students' results responsibilities and their job effectiveness in Al-Hikmah University, Ilorin. The correlation coefficient (r = 0.392) shows a positive relationship, suggesting that lecturers who are diligent in compiling, verifying, and recording students' results tend to demonstrate higher levels of effectiveness in their academic and administrative duties.

D. Discussion

The purpose of this study was to examine the relationship between lecturers' mentorship, record-keeping, and result-collation responsibilities and their job effectiveness at Al-Hikmah University, Ilorin. The discussion is organised around the two research questions and the three hypotheses. Descriptive findings showed that lecturers perform mentorship, record-keeping, and result-collation tasks at moderately high levels. These responsibilities include providing academic guidance, updating student records, and compiling results within tight deadlines. This aligns with literature indicating that lecturers in Nigerian universities have increasingly taken on expanded administrative roles due to rising institutional demands and limited non-academic support (Ofoegbu & Alonge, 2016; Olagunju et al., 2024). The finding that mentorship responsibilities are actively undertaken but insufficiently supported is consistent with Udom et al. (2020), who emphasised that mentorship enhances student outcomes but requires significant emotional and cognitive effort. Similarly, the moderately high involvement in record-keeping reflects Yidana and Akuna's (2022) observation that accurate academic records are essential but time-consuming, especially when digital systems are inadequate. The perception of result collation as stressful and time-intensive corroborates studies reporting that workload pressure and deadline demands often heighten lecturers' stress (Aturu-Aghedo, 2024; Ogunode & Olaitan, 2023). Overall, the descriptive results demonstrate that administrative duties are substantial components of academic work at Al-Hikmah University and may have implications for teaching quality and research engagement.

The overall job effectiveness indicates a moderate level of effectiveness. While lecturers reported being able to deliver engaging lectures and benefiting from student feedback, several constraints related to research productivity and teaching preparation emerged. Items with lower means—such as inadequate research support, insufficient funding, and workload interference—mirror earlier findings that heavy administrative loads hinder lecturers' ability to meet research and teaching expectations (Obinna-Akakuru et al., 2022; Olagunju et al., 2024). This outcome aligns with empirical studies demonstrating that excessive workload, limited institutional support, and rising administrative demands negatively influence job satisfaction and academic performance (Sonja & Nkechi, 2021; Usoro & Etuk, 2016). Thus, while lecturers at Al-Hikmah University remain committed to their professional roles, administrative responsibilities appear to impede optimal performance in key areas such as research and lecture preparation. The study found a significant positive relationship between mentorship responsibilities and job effectiveness. This indicates that lecturers who engage more actively in mentorship tend to perform more effectively overall. This finding is consistent with Udom et al. (2020), who reported that meaningful mentorship enhances student engagement and improves instructional quality, which in turn strengthens lecturers' sense of competence and professional fulfilment. Additionally, the positive relationship may reflect the fact that mentorship enhances student-lecturer interaction, which is a known predictor of improved teaching and academic performance (Lucky & Yusoff, 2015). Record-keeping responsibilities also showed a significant positive relationship with job effectiveness. This suggests that lecturers who maintain accurate and up-to-date records tend to exhibit better performance across teaching, research, and student engagement tasks. The result supports Yidana and Akuna (2022), who noted that effective record management improves academic transparency and

administrative efficiency, thereby facilitating smoother academic operations. Nwoko and Ogar (2024) similarly found that structured record systems contribute to better institutional decision-making, which may indirectly support lecturers' effectiveness by reducing ambiguity and administrative disruptions.

However, this positive relationship should be interpreted alongside the descriptive finding that record-keeping can interfere with core academic duties. This aligns with Sonna and Nkechi (2021), who noted that administrative overload often heightens stress and reduces available time for academic productivity. Thus, while good record-keeping supports effectiveness, excessive time demands may counteract some benefits. The study also revealed a significant positive relationship between result-collation responsibilities and job effectiveness. Lecturers who diligently compile and verify results tend to demonstrate higher job effectiveness. This is coherent with Ogunode and Olaitan (2023), who argued that accurate assessment management is crucial to academic integrity and institutional accountability. Where lecturers manage these tasks efficiently, their overall performance tends to improve because assessment processes become more structured and predictable. Nevertheless, literature shows that result collation is associated with stress and deadline-related pressure (Onyemah et al., 2024; Obuh, 2023), a concern echoed in the descriptive results. Therefore, despite the positive relationship, institutions must minimise workload strain to preserve lecturers' well-being and long-term productivity. Collectively, the findings indicate that mentorship, record-keeping, and result collation are integral to lecturers' roles at Al-Hikmah University and are significantly associated with job effectiveness. These administrative responsibilities appear to enhance effectiveness when performed well, likely due to their contributions to academic organisation, student support, and assessment accuracy. However, the literature consistently highlights that excessive administrative demands contribute to stress, reduce research productivity, and compete with essential academic duties (Obinna-Akakuru et al., 2022; Olagunju et al., 2024). The pattern observed in this study suggests that Al-Hikmah University may benefit from enhanced digital systems, workload redistribution, and administrative assistance to ensure that lecturers can maintain optimal effectiveness across their academic and administrative roles.

E. Conclusion

This study examined how mentorship, record-keeping, and result-collation responsibilities relate to lecturers' job effectiveness at Al-Hikmah University. The results show that lecturers consistently perform these administrative duties at moderately high levels, demonstrating commitment to student support, documentation, and assessment processes. However, these responsibilities also contribute to workload pressure due to limited digital tools and insufficient administrative support. Job effectiveness was found to be moderate overall, with lecturers performing well in teaching and student engagement but facing challenges in research productivity and lecture preparation. The study established significant positive relationships between each administrative responsibility and job effectiveness. This indicates that when lecturers carry out mentorship, record-keeping, and result collation diligently, aspects of their job performance tend to improve. Nevertheless, the descriptive data highlight that these tasks can become burdensome if not supported adequately. The study concludes that administrative responsibilities are essential to lecturers' roles and contribute positively to job effectiveness, but their benefits are maximised only when aligned with sufficient institutional support, appropriate workload distribution, and adequate digital systems.

F. Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance lecturers' job effectiveness and reduce the pressure associated with administrative responsibilities at Al-Hikmah University:

1. The university should invest in reliable digital platforms for student mentorship tracking, record-keeping, and result collation. Automating these processes will reduce manual workload, minimise errors, and improve the speed and accuracy of administrative work.
2. The university should provide structured mentorship guidelines, training sessions, and periodic workshops to help lecturers manage mentorship responsibilities more efficiently. This will improve the quality of student support and reduce stress for academic staff.
3. The university should implement an internal reporting system that allows lecturers to communicate administrative difficulties, delays, or system failures so that timely adjustments can be made.

4. Departments should adopt collaborative approaches such as shared databases, peer support for result verification, and collective student monitoring systems to reduce individual burden and enhance accuracy.
5. The university should develop or update policies governing mentorship, record-keeping, and result collation to ensure standardised expectations, clear timelines, and fair workload distribution across departments.

G. Author Contribution Statement

This research is the outcome of a collaborative study carried out by the authors, with each contributing to different aspects of the research process. Adeseko Sunday OLAIFA was responsible for formulating the research background, identifying the research problem, and coordinating the data collection process at Al-Hikmah University. Lauratu Sani HARUNA contributed to the design and development of the research methodology, including the creation of the survey instrument. Rasheedat Modupe OLADIMEJI played a key role in analyzing the data and interpreting the results, focusing on the relationship between administrative responsibilities and lecturers' job effectiveness. Abiodun Amudalatu SAGAYA provided valuable insights on the theoretical framework and assisted in the writing and editing of the manuscript. Solawat Ajibola HASSAN contributed to the literature review and provided expertise in reviewing and refining the final draft of the paper. Each author played an integral role in ensuring the systematic execution of the research, leading to high-quality findings that provide valuable insights into the impact of administrative duties on lecturers' performance in Nigerian higher education.

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