



RELATIVE INFLUENCE OF ORGANISATIONAL CULTURE, WORK ETHICS AND SPOUSE RELATIONS ON COLLEGES OF EDUCATION ACADEMIC STAFF JOB EFFECTIVENESS IN SOUTH-WEST, NIGERIA

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Abstract:

This study therefore examines the relative influence of organisational culture, work ethics and spouse relations on job effectiveness of academic staff in Colleges of Education in South West, Nigeria. This study employs survey research design of ex-post facto type. The population consisted of one thousand, six hundred and sixty-nine (1,669) married academic staff, comprising of lecturers, Heads of Departments and unit coordinators in State and Federal Owned Colleges of Education in South-West, Nigeria. A sample of one thousand and ninety (1,090) respondents was selected using multi-stage random sampling procedure. Standardised instruments titled lecturers' job effectiveness questionnaire ($\alpha=0.82$), organisational culture questionnaire ($\alpha=0.75$), lecturers' work-ethics questionnaire ($\alpha=0.78$) and spouse relation questionnaire ($\alpha=0.78$) were used to gather data. Data were analysed using Multiple Regression Analysis at 0.05 level of significance. Results revealed that organisational culture, work ethics and spouse relations relatively influence academic staff job effectiveness in Colleges of Education. The Beta weights revealed the magnitude of contribution of each of the variables, they are, organisational culture ($\beta = .382$ $t(1086) = 13.211$, $p < 0.05$), Work-ethics ($\beta = .300$ $t(1086) = 10.22$, $p < 0.05$) and Spouse Relations ($\beta = 0.143$, $t(1086) = 4.600$, $p < 0.05$). It was recommended among others that management of colleges should emphasise the input and involvement of academic staff in decision-making that affects them, giving them the authority and ability to manage their own work and sustain a healthy organisational culture and work ethic to achieve the mission objectives of their colleges. Government should also ensure that the working environments are oriented toward psychological principle that are based on motivational contexts which will be able to provide the strengthening of job attitudes if fostered in excellent level of work environment.

Keywords: organisational culture, work ethics, spouse relations, job effectiveness, academic staff

1. Introduction

The goal achievement of colleges of education might depend on several factors, but it seems lecturers' effectiveness is playing a prominent role. This may be connected with the believe that quality of any educational endeavour depends on the effectiveness of the workers in carrying out official duties in a friendly and motivated environment.

Job effectiveness of colleges of education has received significant attention in workplace studies. Adebayo (2024) posited that lecturers' effectiveness relates to the pedagogical efficacy of academic staff and also relates to how they have the confidence and ability to use technological tools for teaching and research development. Also, Awodiji, Oluwalola, Ogbudinkpa and Awotunde (2020) defined lecturers' effectiveness in their roles and responsibilities in their workplace.

The issue of lecturers' effectiveness in Nigerian institutions has been a burning one for some time, especially regarding quality teaching, research, and community service activities. Ineffectiveness of academic staff is dangerous as it can affect the growth and productivity of the university. Effiong and Effanga (2018) revealed that lecturers in Universities may have not been effective in their job performance. It has been observed that some lecturers do not attend lectures regularly and some lack proficiency in their use of ICT gadgets. These and more make it eminent to raise the question pertaining to lecturers performing their job effectively.

Olatoye, Bukki and Ojeyinka (2022) opined that for some time now, lecturers' performance has generated much public concern. These concerns are current issues in tertiary institutions, which include lateness to class, absenteeism, sexual abuse, extortion, examination malpractice, absconding from duties, and unethical practices that have been highly prevalent among lecturers in higher institutions of learning.

Organisational Culture (OC) is widely recognised as a key factor when considering effectiveness. On this note, Mohamed, Amine, Darwina, and Oussama (2024) revealed that cultural differences across departments and disciplines within tertiary institutions further complicate this relationship, making it difficult for institutions to support diverse cultural dimensions simultaneously and as a result, achieving effectiveness in such environments requires leadership that understands how to balance institutional priorities and navigate the organisation through its various phases of development.

Organisational culture is defined as an assembly of traditions, values, procedures, conceptions and attitudes which creates the context of activities in the organisation. According to Schein (2011), organisational culture is the set of shared values, beliefs, and norms that influence the way employees think, feel, and behave in the workplace. It is formed by the organisational values, visions, norms, working language, systems, and symbols, beliefs and habits. It is also the pattern of such collective behaviours and assumptions that are taught to new organisational members as a way of perceiving, and even thinking and feeling. Organisational cultures affect the way people and groups interact with each other, with clients, and with stakeholders.

In the colleges of education in Nigeria, rules, and regulations guide the conduct of members called code of ethics or ethical issues. Ethical issues are principles that serve as guidelines for both individuals and organisations and the codes of ethics are necessary due to reported cases of questionable characters; unethical behaviors exhibited by some workers (Adebisi, Bukki, Olatoye & Oyesanya, 2024).

According to Abiyeyi (2014), work ethics can be referred to as a set of principles relating to morals, especially as they apply to human conduct. In specific terms, work-ethics is about what is morally correct, honourable and

acceptable to the larger majority of the people of an organisation, society or group. Valentine, Godkin, Fleischman and Kidwell (2011) noted that practicing work ethics is an effective means for improving the academic staff job effectiveness in Colleges of Education, especially when the organisation uses different approaches in creating an ethical culture among the lectures.

In Nigeria, many studies have examined the effects of spouse relationship on job effectiveness and performance of the employees. In most of these studies, it was found that a significant relationship exists among spouse role, conflict and managerial efficiency of the managers (Akinjide, 2006). Poele (2003) in his study found that inclusion of spousal relationship in terms of effective communication, sexual life and conflict management alongside other variables such as leadership styles, self-efficacy, personality and motivation jointly affect the efficiency of managing organisational resources by managers in work organisations. Thus, this study investigated the relative influence of organisational culture, work ethics and spouse relations on job effectiveness of academic staff in Colleges of Education in South West, Nigeria.

Statement of Problem

Researches have shown that some lecturers do not attend lectures regularly and some lack proficiency in their use of ICT gadgets which reduces their effectiveness. Also, lecturers' performance has generated much public concern and these concerns are current issues in tertiary institutions, which include lateness to class, absenteeism, sexual abuse, extortion, examination malpractice, absconding from duties, and unethical practices that have been highly prevalent among lecturers in higher institutions of learning. These and more make it eminent to raise the question pertaining to lecturers performing their job effectively.

General experiences have shown that job effectiveness in any organisation is often a product of employee stable home that enhances good communication, conflict management skills among many others in the marital life. Therefore, this study investigated the relative influence of organisational culture, work ethics and spouse relations on job effectiveness of academic staff in Colleges of Education in South West, Nigeria.

Research Objectives

Mainly, the study examined the influence of:

- i. organisational culture on job effectiveness of the academic staff in Colleges of Education.
- ii. work-ethics on job effectiveness of the academic staff in Colleges of Education.
- iii. spouse on job effectiveness of the academic staff in Colleges of Education.

Research Hypotheses

Ho1: There is no significant influence of organisational culture on job effectiveness of academic staff of Colleges of Education in South-West, Nigeria.

Ho2: There is no significant influence of work-ethics on job effectiveness of academic staff of Colleges of Education in South-West, Nigeria.

Ho3: There is no significant influence of spouse relations on job effectiveness of academic staff of Colleges of Education in South-West, Nigeria.

2. Literature Review

Concept of Job Effectiveness

Job effectiveness of the workers remains relevant in any organisation due to its role in overall organisational performance. However, the total organisational performance depends on efficient and effective performance of individual employees of the organisation. Therefore, every organisation places a considerable reliance on the individual employee's job effectiveness to gain high productivity in the organisation. Job effectiveness is the degree of correlation between actual results and expected results of the organisation (Hoy & Miskel, 2003). Effective job performance on the part of the staff is essential for the success of the organisation. Such performance, to a large extent, will depend on their knowledge skills, and confidence in originating ideas as to how best to carry out their task.

The concept of job effectiveness could be considered an important construct in any organisational context. More specifically, job effectiveness of academic staff members in Colleges of Education plays an important role for many reasons. Meanwhile, Syed, Nadeem, Sabir, Faiz, Shaikh, and Hina (2012) found that faculty job effectiveness is the most significant aspect in higher education and is important for the improvement, efficacy of the higher education system. The authors note that in every individual's life, education is a vital dimension. There are also claims that education ensures a nation's development. Accordingly, the authors believe that to generate best outcomes for all stakeholders, an educational system needs to be planned strategically.

Concept of Organisational Culture

Organisational culture is the distinctive norms, beliefs, principles and ways of behaving that combine to give each organisation its distinct character (Arnold, 2005). Linking up with the above definitions, Alan (2001) defined Organisational culture as the combination of employees' beliefs, norms and values derived from the organisational culture, which influence the actions of employees, and the informal messages that they communicate.

Organisational culture differentiates the extraordinarily successful companies from all the rest. This can take the form of a powerful, competitive advantage. The organisations' culture is always distinct, but the big winners, consistently, it is the organisations that make culture a priority. While some might think of organisational culture as the result of the organisation's people and processes, something that cannot be controlled or quantified, the truth is, organisational culture is unexpectedly tangible. It can be deliberately designed and leveraged. It affects

morale and employee engagement. It governs revenue rates and influences company performance and affects profitability (Morcos, 2018).

According to Azhar (2003), organisational culture is the combination of important assumptions that are shared in common by each member of an organisation and are often unstated. Organisational culture is basically made up of two major assumptions: values and beliefs. Values are the assumptions that have been forwarded by the leaders of the organisation and considered to be ideals that are cherished by all the members of an organisation. Beliefs, on the other hand, are the assumptions about the reality and are created by experience. Robbins (1986) also, defines organisational culture as a uniform perception of an organisation which has common characteristics. Organisational culture, according to the literature is something descriptive and it can effectively distinguish one particular organisation from another. It can also integrate individuals and groups of organisation systems.

Concept of Work-Ethics

Ethics is one of the most critical issues in business, and specifically in human resource management. The good ethical culture in an organisation will provide direction and guidance in various areas in order to build united, harmonious and ethical employees. However, there is no ethics guidance or standard that is absolute, appropriate and applicable to every company. The code of ethics is a good indicator of organisation commitment in accepting the need for ethical behaviors and implementing it (Wood, 2000). A work ethics, especially a positive work ethic, is important from business perspectives, for the confidence it breeds in clients and consumers. Positive attitude and dedication to a client's needs or creation of a product can boost business' reputation as a company that deals honestly and fairly. Ethics also work to build a moral compass within a business and helps discourage attitudes and business models that seek to cut corners in the quest for making a profit.

The word ethic of employees comprises normative rules containing a system of values and moral principles as a guideline for employees in performing their duties within an establishment. Generally speaking, ethics are not applied or intended for employees only. This implies that the management policy concerning employee should also be ethical, such as fairness and openness in terms of compensation and evaluation of employee's performance. So, every ethical decision in the company is not only linked to the interests of the management but also for the employees' wellbeing (Achmad, Sapad, Modding, Gani & Nudum, 2018). The work ethic is the attitude, outlook, habits, traits or characteristics of how to work a person, a group or a nation (Tasmara, 2000).

Concept of Spouse Relations

Work, marriage and marital relations are a complicated process. This is because work and spouse relations form two important domains from which most adults derive satisfaction in life. This has legal emotional commitment and complications which, in turn, influence the degree of adjustment among adults (Osho, 2013).

In the opinion of Munroe (2003), marriage is a religious duty and is consequently a moral safeguard as well as a social necessity. When people make choices to marry, they want to live them happily ever after. The entrance of people to work world, due to the nature of some jobs, (teaching inclusive) had into encounter with some phenomena tagged workplace conflict, family conflict and work–family conflict. In these conflicts, job effectiveness and family commitments interact with each other and affect the quality of life of people; and consequently lead to occurrence of problems such as marital dissatisfaction (Rajabi, Rjabi, Ghaeemi & Reshadat, 2013). Marital relationship entails commitment both spouses to survive whether they are into full time or part time job (Angel, 2008). Marriage can equal either bliss or chains. It all depends on what one makes of it. Marriage depends on many different factors to be successful: trust, love, time, friendship, understanding, honesty, loyalty sincerity and above all effective communication.

According to Idowu and Esere (2007), more than half of the failed relationships are due to the fact that there was a severe lack of communication between couples. In order to have a long and lasting relationship with someone, one must have excellent communication skills. One must be able to convey one’s emotions and thoughts, as well as being able to absorb one’s partner's emotions and thoughts. The art of listening is probably even more important than the art of talking. Couples will learn and grow far more in their relationships if they sit down and listen to their partners, instead of talking and voicing all of their opinions at once. This is not to say that one will not voice one’s opinions. But one must listen to the other’s opinions as well, and take them into consideration. Some people do not communicate with words but through their actions. If one pays close attention, one will get what he/she wants from his/her partner. But the problem is, most couples do not give enough attention to each other, thereby causing marital disharmony.

3. Methodology

The study adopted survey research design of *ex-post facto* type. The target population of this study consisted of one thousand, six hundred and sixty-nine (1,669) married academic staff, comprising of lecturers, Heads of Departments and unit coordinators in State and Federal Owned Colleges of Education in South-West, Nigeria. The sample of the study was one thousand and ninety (1,090) respondents. Multi stage sampling technique was employed in selecting the sample.

Collection of data was carried out using lecturers’ job effectiveness questionnaire ($\alpha=0.82$), organisational culture questionnaire ($\alpha=0.75$), lecturers’ work-ethics questionnaire ($\alpha=0.78$) and spouse relation questionnaire ($\alpha=0.78$). The instruments were administered by the researcher and two (2) research assistants. The research assistants were trained about the pros and cons of questionnaire administration to enable for them to keep abreast of current trends, thereafter, the content of each instrument was explained to them. The researcher visited Oyo State to administer the questionnaires while the first research assistant visited Lagos State and the second research

assistant visited Ogun State. The field administration and retrieval were carried out within an interval of 8 weeks. The data were collated and multiple regressions was used to test the hypotheses at 0.05 level of significance.

4. Results

Hypothesis One: There is no significant influence of organisational culture on academic staff job effectiveness in Colleges of Education in South-West, Nigeria.

Table 1a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.382 ^a	.146	.145	10.358

a. Predictors: (Constant), organisational culture

Table 1b: Test of Significance of Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	37.215	2.271		16.384	.000
Academic Staff Job Effectiveness	.397	.030	.382	13.211	.000

a. Dependent Variable: Academic Staff Job Effectiveness

Table 1a and 1b reveal significant influence of organisational culture on academic staff job effectiveness in Colleges of Education in South – West. Also, the result from table 1a shows that the coefficient R was 0.382 and coefficient of determination R^2 was 0.145. This implies that 14.5% of the variance in academic staff job effectiveness is explained by the organisational culture. The Beta weight of 0.382 was significant at t-value of 13.211 with $P < 0.05$. Hence, the null hypothesis which states that there is no significant influence of organisational culture on academic staff job effectiveness in Colleges of Education in South-West, Nigeria was therefore rejected. This implies that organisational culture significantly influence academic staff job effectiveness in Colleges of Education in South- West Nigeria.

Hypothesis one states that there is no significant influence of organisational culture on academic staff job effectiveness in Colleges of Education in South-West, Nigeria. A test of this hypothesis led to its rejection and consequently affirmed that there is a significant influence of organisational culture on academic staff job effectiveness in Colleges of Education in South-West, Nigeria. The implication of this is that simultaneously fostering of loyalty, mutual trust, development of human resources, staff commitment, supportiveness, feedback

mechanism, continuous interface of quality assurance, provision of professional materials and involving staff in decision making and positive and more favourable attitude to organisational culture as well as encouraging the spirit of teamwork among staff in the institution, can go a long way to improve academic staff job effectiveness in Colleges of Education. The general observation from the finding shows that organisation culture is one of the major potent predictor of job effectiveness of academic staff in Colleges of Education.

This finding probably comes out in this manner because the way academic staff perceived organisational culture may determine their job effectiveness. Buttressing on the relative contribution of organisational culture and academic staff job effectiveness in Colleges of Education, Ebimobowei and Binaebi, (2017) and Myring and Shortridge, (2016) asserted that organisational culture in any institution of learning will enhance staff performance effectiveness if the context organisational culture works in favour of the staff. Findings of this research are equally consistent with the study of Belias and Koustelios (2014) who conclude that organisational culture related to success of employees in term of their job effectiveness. In addition, consistent with obtained results, the relative contribution of organisation culture and job effectiveness was confirmed by Lund (2003).

Hypothesis Two: There is no significant influence of work-ethics on academic staff job effectiveness in Colleges of Education in South-West, Nigeria.

Table 2a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.300 ^a	.090	.089	10.696

b. Predictors: (Constant), Work Ethics

Table 2b: Test of Significance of Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	37.257	2.978		12.511	.000
Academic Staff Job Effectiveness	.410	.041	.300	10.22	.000

a. Dependent Variable: Academic Staff Job Effectiveness

Table 2a and 2b produce a coefficient R of 0.300 and coefficient of determination R^2 of 0.090. This implies that 9% of the variance in academic staff job effectiveness is explained by the work-ethics. This means that there is association between work ethics and academic staff job effectiveness in Colleges of Education in South West Nigeria. The Beta weight of 0.300 was also significant at t-value of 10.22, $P < 0.05$ level of significance. However,

it must be noted that the raw regression coefficients are partial regression coefficients because their values take into account the other predictor variables in the model. They inform us of the predicted change in the dependent variable for every unit increase in that predictor. Thus, the null hypothesis which states that there is no significant influence of work-ethics on academic staff job effectiveness in Colleges of Education in South-West, Nigeria was therefore rejected. The simple implication shows that work ethics significantly facilitates academic staff job effectiveness in Colleges of Education in South West Nigeria.

The second hypothesis states that there is no significant influence of work-ethics on academic staff job effectiveness in Colleges of Education in South-West, Nigeria. A test of this hypothesis led to its rejection and the upholding of the alternative hypothesis which affirmed that there is a significant influence of work-ethics on academic staff job effectiveness in Colleges of Education in South-West, Nigeria. This implies that work ethics determine the level at which the academic staff will exhibit transferable skill such as communication, patiently following the institution policies, demonstration of leadership skills by the management, and interpersonal relationship skills significantly influence job effectiveness of academic staff in Colleges of Education. This is an indication, that the way the academic staffs perceive the potency of work ethics in the institution will determine their job effectiveness.

This finding probably comes out in this manner because of the potency of work ethics in any institution influencing the academic staff attitude toward discharging their duties effectively and motivating them for active performance. The result of significant relative contribution of work ethics to academic staff job effectiveness is in consonance with the assertion of Afoyede and Akinwale (2018) who have found that work ethics improved workers welfare, and follow-up leads to proactive employee performance in giving their best to the organisation.

The evidence of the findings reveals that work-ethics exhibit greater influence on job effectiveness after being tested with regression analysis. Jiang (2018) tested the positive and significant relative contribution of work-ethics in predicting job effectiveness in Nigeria universities. The finding is consistent with previous researches by Miller *et. al* (2014) Norwani (2012) and Fiorito *et. al.* (2017) which examined the effect of work-ethics on of job effectiveness. The findings revealed that failure of work-ethics leads to failure of effective job performance. The effects of work ethics on job performance may differ between groups. Organisations developing work ethics based on religious values will lead to job satisfaction among employees having and applying a religious belief.

Hypothesis Three: There is no significant influence of spouse relations on academic staff job effectiveness in Colleges of Education in South-West, Nigeria

Table 3a: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143 ^a	.020	.019	11.096

c. Predictors: (Constant), Spouse Relations

Table 3b: Test of Significance of Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
	(Constant)	75.886	1.981		
Academic Staff Job Effectiveness	.147	.032	.143	4.600	.000

a. Dependent Variable: Academic Staff Job Effectiveness

Table 3a and 3b reveals significant influence of spouse relations on academic staff job effectiveness in Colleges of Education. Table 3a shows that the coefficient R was 0.143 and coefficient of determination R^2 was 0.019. This implies that 1.9% of the variance in academic staff job effectiveness in Colleges of Education in South West Nigeria is explained by the spouse relations. The Beta weight of 0.143 was significant at t-value of 4.600 with $P < 0.05$. Hence, the null hypothesis which states that there is no significant influence of spouse relations on academic staff job effectiveness in Colleges of Education in South-West, Nigeria was therefore rejected. This implies that spouse relations significantly contribute to academic staff job effectiveness in Colleges of Education in South- West Nigeria.

The third hypothesis states that there is no significant influence of spouse relations on academic staff job effectiveness in College of Education in South-West, Nigeria. A test of this hypothesis led to its rejection and the upholding of the alternative hypothesis which affirmed that there is a significant influence of spouse relations on academic staff job effectiveness in College of Education in South-West, Nigeria. It was observed from the study that the resource of work-related spousal support contributed to greater balance for those couples who were work-linked (work in same organisation, same occupation, or both) and those who were not. Furthermore, support crossed over to the spouse through increased work–family balance to decrease stress transmission to enhance family satisfaction and reduce relationship tension of the spouse. Also, the components of spousal support

(emotional, task and esteem) and marital satisfaction among married academic staff significantly enhance their job effectiveness

Furthermore, the result buttresses the fact that lecturers' spouse relations is a potential factor in influencing their job effectiveness, and the result supports the assertion of Chalaki (2017) that job effectiveness of staff is sometime explained as the degree of good and effective communication experienced by the staff in their marital lives. It can also account the degree of competence in handling marital crisis without affecting their job. Buttressing this, Olowoye (2001) asserted Ferguson, Carlson, Kacmar, and Halbesleben (2015) carried out a study on the supportive spouse at work based on whether or not spouses being work linked help their job satisfaction. Finding from their study showed that work-related spousal support contributes to work–family balance and subsequently improves family satisfaction and job satisfaction leading to the job effectiveness.

Also, Ebebuwa, Evelyn and Osho (2016) examined the relationship between Spousal Support and marital Satisfaction among married Bank Female Workers in Consolidated Banks in Warri Metropolis. The study examined the relationship between the components of spousal support (emotional, task and esteem) and marital satisfaction among married female bank workers in Warri metropolis. Finding from the study shows that components of spousal support (esteem, emotional task) have positive and significant relationship with marital satisfaction.

5. Conclusion

Job effectiveness of the academic staff remains relevant in any institution of learning, due to its role in overall organisational performance. Findings from the study shows that organisational culture, work-ethic and spouse relations significantly influence academic staff job effectiveness in Colleges of Education in South-West Nigeria, and all predictor variables in this study are actually predictors of academic staff job effectiveness. Also, there is significant relative contribution of organisational culture, work-ethics and spouse relation to job effectiveness of academic staff. On this note, there is need to critical put the predictor variables into consideration to achieve job effectiveness.

Recommendations

The following recommendations were made based on the findings of this study;

- i. Management of colleges should emphasise the input and involvement of academic staff in decision-making that affects them, giving them the authority and ability to manage their own work and sustain a healthy organisational culture and work ethic to achieve the mission objectives of their colleges.
- ii. Government should ensure that the working environments are oriented toward psychological principle that are based on motivational contexts which will be able to provide the strengthening of job attitudes if fostered in excellent level of work environment.

- iii. College managements should sustain the current organisational culture of decentralization to sustain flexibility in operation, quick decision making and communicate to enhance job effectiveness.
- iv. Policy makers should create supportive atmosphere that will enhance academic staff marital relationship in order to raise the level of job effectiveness in the College.

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