

INFLUENCE OF ORGANIZATIONAL CLIMATES ON MANAGEMENT OF STAFF DEVELOPMENT PROGRAMMES IN FEDERAL UNIVERSITIES NORTH –WEST, NIGERIA

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Abstract

The study examined the Influence of Organizational Climates on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria. Two objectives, in line with research questions and research hypotheses were raised to guide the study. Descriptive survey research design was used. The population of the study was 9,132 respondents from Federal Universities in North-West Zone, Nigeria. The study sample was 367 respondents. Proportionate sampling technique was used for the study. A self-designed questionnaire was used as an instrument for data collection. Mean was used to answer the research questions. One-way Analysis of Variance (ANOVA), was used to test the two formulated null hypotheses at $\alpha=0.05$ level of significance. The findings revealed that autonomous organizational climate significantly influenced effective participation of members of staff in Staff Development Programmes in Federal Universities North-West, Nigeria. Staffs were not encouraged to participate in staff development programmes in paternal organizational climate because the atmosphere was devoid of friendliness. The study recommended that; autonomous organizational climate just like open organizational climate should be accepted because it actually encourages effective staff participation in staff development programmes and paternal organizational climate should be discouraged by education managers in federal universities in North-West Zone, Nigeria.

Keywords: Autonomous, Paternal, Organizational Climates, Management, Staff Development Programmes,

Introduction

The Management of University is the responsibility of the leader with the title `Vice Chancellor` at this level of education system; and the common organizational climate in a university is dependent upon the managerial tactics and ability or lack of ability of the vice chancellor to carry along the subordinates (staff) in a positive working environment. The development of the staff depends strongly on the manager as is responsibilities to motivate his staff with necessary trainings that will promote their knowledge and improves their skills. Organizational climate means the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner, Jumare (2018). It has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness (Ali, 2014).

Autonomous climate portrays an atmosphere where lecturers are given a good measure of freedom to operate in the institution. . The Autonomous climate is described as one in which leadership or manager acts emerge primarily from the group. The leader exerts little control over the group members; high esprit results primarily from social – needs satisfaction from task achievement is also present but at a lesser degree. Autonomous climate is very characterized by unlimited freedom among staff. Therefore, staff due to high level of freedom, tend to neglect their primary

assignment. The leadership in the school compromises the school objectives at the expenses of staffs' right and freedom (Jumare, 2017).

Paternal climate could be traced through having the head of organization that is hardworking, dedicated and a role model, but unfortunately, he does the work alone; teachers do not follow his footsteps due to the existence of differences among groups and factions among the staff Manga, (2015). These factors hinder school's goal attainment. This type of climate is also discouraged in schools and organizations. Familiar climate, friendliness, sociality and understanding exist at the expense of work accomplishment Manga, (2015) this climate is neither autonomous nor controlled. Both staff and organization are at loss. In a controlled climate, leadership concentrated more on hard work and goal achievement neglecting the social needs of staff and creates dishonesty, slow down work process and among staff Manga, (2015). Therefore, leaders are advised to large extent to balance work and staff needs, this is expected to create the atmosphere which provide high productivity (Manga, 2015).

Statement of the Problem

It was observed and discussed with some stakeholders by the researcher that most federal university managers (vice chancellors) in North-West Zone, do not establish a cordial relationship with their staff (lecturers) and the university environment. More often than not, some managers exhibit high sense of aloofness between them and the staff. Researcher also observed that most federal university lecturers have different perceptions on the ways and manners the vice-chancellors carry out their duties and responsibilities.

The issues of unsatisfactory condition of service in federal universities as a result of poor participation of staff in development programmes such as orientations, seminars, workshops, symposiums, coaching, conferences among others led to incompetency and lack of improvement in the classrooms by staff in federal universities (specifically) and country at large. It is observed further that, organizational climates exist in different schools (universities) and this might in one way or the other influence the effective management of staff development programmes. Over the decades, researches related to influence of organization climate on management of universities have been conducted at different locations by different researchers. Nevertheless, none of such studies have been conducted in federal universities. It is therefore. On this basis the researcher picked interest to fill the existing gap. This research is to focus on influence of organizational climates on management of staff development programmes in federal universities.

The researchers observed that, autonomous climate gave lecturers almost complete freedom to operate their routine activities, due to high level of freedom, the staff tend to neglect their primary assignment, the manager (vice chancellor) in university compromises the school achievement at the expense of staff (lecturers) development, right and freedom. Manga (2015) stated that the leadership in this type of school organization compromises the university goals at the expense of staffs' right and freedom Therefore, social need of staff is given more priority than the official work while neglecting an important aspect that will promote the staff morale which includes staff development. It fails to organize conferences and seminars that will improve the lecturers in the classrooms which can also affect staff development in the area of the study.

In paternal climate pictures entails an atmosphere where the manager (Vice Chancellor) treats staff like children because of that, most staff prefer to keep distance from the manager of institution which hindered the staff development programmes and need to be discouraged. The climate shows no openness because there is no freedom in the part of staff (academic), they work without break and the managers always show concern about network activities not about staff development, there

are problems of gossip, backbiting religion sentiment, Godfatherism and the performance of the employees become so poor because they don't share ideas to achieve better result (Hamid, 2019).

Objectives of the Study

1. Assess the Influence of the Autonomous Organizational Climate on Management of Staff Development Programmes.
2. Assess the Influence of Paternal Organizational Climate on Management of Staff Development Programmes.

Research Questions

- 1 What is the level of the Influence of Autonomous Organizational Climate on Management of Staff Development Programmes?
- 2 To what extent does Paternal Organizational Climate Influence Management of Staff Development Programmes?

Research Hypotheses

HO1 There is no Significant Difference in the Opinion of University respondents of Federal Universities on the Influence of Autonomous Organizational Climate on Management of Staff Development Programmes

HO2 There is no Significant Difference in the Opinion of University respondents of Federal Universities on the Influence of Paternal Organizational Climate on Management of Staff Development Programmes.

Methodology

The study adopted descriptive survey research design. The main functions of research design are to provide information the collection of relevant evidence minimal expenditure of effort (Ali and Patinaik, 2014). It depends mainly on the research objectives and hypotheses. A Descriptive Survey Study was chosen because it described the respondents' opinions on the variables that make up the organizational climate. The researchers surveys the opinions of stakeholders (Management Staff, HoDs, Deans and Lecturers on the influence of organizational climates on management of staff development programmes in Federal Universities, North-West, Nigeria.

The total population of the study was 9,132, this comprises 55 Management staff, 8516 Lecturers, 92 Deans, 469 HoDs. The sample size was 367 respondents, which comprised 12 management staff, 309 lecturers, 13 deans and 33 HoDs. Research Advisor Table (2006) was relied upon to determine the sample size of the study at $\alpha = 0.05$ level of significance. The instrument used for this study was self-structured questionnaire after going through previous studies. Weighted mean score was used to answer research questions, inferential statistics of One-Way-Analysis of Variance (ANOVA) was used to test null hypotheses one and two. However, when the mean score of an item is greater than 3.00 set for the study, the item was regarded as agree by majority of the respondents.

On the other hand, when the mean score of an item is less than 3.00, the item was considered disagree. A total of 367 copies of the questionnaire were issued to the respondents, but only 356 copies were retrieved. The analysis was, therefore, based on the data gathered from the above mentioned number of the questionnaire returned.

Results

The research questions were answered using weighted mean of 3.0. Moreover, the research hypotheses were tested using One Way Analysis of Variance (ANOVA). Major findings and the general discussions of the findings were presented based on the results of the data analyzed.

Research Question One: What is the level of the Influence of Autonomous Organizational Climate on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria?

Table 1: Mean Score of respondents on Influence of Autonomous Organizational Climate on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria

S/N	Item statement	Respondent	SA	A	UD	D	SD	N	Mean
1	Staff are given freedom to participate in conferences in autonomous organizational climate	Mgt Staff	7	2	1	2	-	12	3.7
		Deans	5	5	-	1	2	13	3.5
		HoDs	13	10	-	6	4	33	3.7
		Lecturers	80	122	-	04	92	29	3.0
							8		
2	Workshops are organized for staff in autonomous organizational climate	Mgt Staff	4	5	-	1	2	12	3.0
		Deans	3	4	-	3	3	13	3.0
		HoDs	20	1	5	5	2	33	3.1
		Lecturers	65	140	-	6	87	29	4.0
							8		
3	Staff attend symposiums due to the nature of autonomous organizational climate	Mgt Staff	2	7	-	1	2	12	3.5
		Deans	4	5	-	4	-	13	3.2
		HoDs	17	5	-	10	1	33	3.7
		Lecturers	56	131	-	98	13	29	3.8
							8		
4	Staff have high morale to participate in seminars in autonomous organizational climate	Mgt Staff	4	4	-	1	3	12	3.4
		Deans	9	1	-	1	2	13	3.2
		HoDs	12	14	-	5	2	33	3.7
		Lecturers	93	44	-	67	94	29	3.6
							8		
5	Staff social needs are attended to through insurance scheme in autonomous organizational climate	Mgt Staff	7	2	-	2	-	12	3.3
		Deans	3	5	-	4	1	13	3.4
		HoDs	6	16	-	11	-	33	3.4
		Lecturers	95	95	4	66	40	29	3.2
							8		
6	Staff desire for mentorship is high in autonomous organizational climate	Mgt Staff	5	1	-	3	3	12	3.4
		Deans	3	4	1	3	1	13	3.2
		HoDs	15	8	2	4	4	33	4.5
		Lecturers	97	100	7	51	43	29	3.4
							8		
7	Staff are properly guided through induction training in autonomous organizational climate	Mgt Staff	8	-	-	2	2	12	3.4
		Deans	10	-	-	2	-	13	3.1
		HoDs	18	3	2	8	2	33	3.0
		Lecturers	123	64	7	90	14		3.7

									29	
									8	
8	There is acquisition of higher education programmes by staff in autonomous organizational climate	Mgt Staff	7	2	1	2	-	12	3.0	
		Deans	5	2	-	4	2	13	3.7	
		HoDs	3	10	-	6	-	33	3.0	
		Lecturers	80	122	-	04	95	29	3.2	
								8		
9	Orientation is regularly organized for newly employees in autonomous organizational climate	Mgt Staff	4	5	-	1	2	12	3.1	
		Deans	3	4	-	3	3	13	3.6	
		HoDs	20	1	5	5	2	33	3.1	
		Lecturers	65	140	-	5	90	29	3.5	
								8		
10	Position rotation training of staff is given priority in autonomous climate	Mgt Staff	2	7	-	1	2	12	3.5	
		Deans	1	5	1	5	-	13	3.6	
		HoDs	17	10	-	5	1	33	2.9	
		Lecturers	56	131	-	98	16	29	3.1	
								8		

Aggregate mean = 3.9

Table 1 revealed the view of Mgt Staff, Deans, HoDs and Lecturers on influence of autonomous organizational climate on management of staff development programmes in Federal Universities North-West, Nigeria. Item 1 shows the responses of respondents on whether Staff are given freedom to participate in conferences in autonomous organizational climate. From the responses of the respondents, the item statement was accepted by the respondents with the mean score of 3.7, 3.5, 3.7 and 3.0, respectively. Item 2 shows the responses of respondents on whether Workshops are organized for staff in autonomous organizational. The mean scores of the respondents show that the item was accepted by the respondents with the mean scores of 3.0, 3.0, 3.1, and 4.0 for Mgt Staff, Deans, quality and Lecturers, respectively. Item 3 was on whether Staff attend symposiums due to the nature of autonomous organizational climate. The item statement was rejected by the respondents, with the mean score of 3.5, 3.2, 3.7 and 3.8 for Mgt Staff, Deans, HoDs officials and Lecturers, respectively. Item 4 was on whether Staff have high morale to participate in seminars in autonomous organizational climate. The mean scores of 3.4, 3.2, 3.7 and 3.6 were obtained from the responses of the respondents, implying that the respondents accept the item statement. Item 5 was on whether Staff social needs are attended to through insurance scheme in autonomous organizational climate. The item was also accepted by the respondents with the mean scores of 3.3, 3.4, 4.5 and 3.2 for Mgt Staff, Deans, HoDs officials and Lecturers. However, item 6 was accepted by the respondents with the mean scores of 3.4, 3.2, 4.5 and 3.4 for Mgt Staff, Deans, HoDs and Lecturers, respectively. Item 7 was to find out whether Staff are properly guided through induction training in autonomous organizational climate. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.4, 3.1 3.0 and 3.7, respectively. Item 8 was on whether there is acquisition of higher education programmes by staff in autonomous organizational climate. The item statement was accepted by the respondents with the mean scores of 3.0, 3.7, 3.0 and 3.2, respectively. From item 9, the decision mean of the respondents was found to be 3.1, 3.6, 3.1 and 3.5, meaning the item was accepted by the respondents. Item 10 was on whether position rotation training of staff is given priority in

autonomous climate. The item was accepted by the respondents with the mean score of 3.5, 3.6, 2.9 and 3.1, respectively. From the analysis of table 1 it was revealed that autonomous organizational climate exist, staff are hardly allowed to participate in staff development programmes.

Research Question Two: To what extent does Paternal Organizational Climate Influence Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria?

This section contained Items 11-20 on the Influence of Paternal Organizational Climate on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria. Details of the responses are captured on Table 2.

Table 2: Mean score of respondents on Influence of Paternal Organizational Climate on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria.

S/ N	Item statement	Respondents	SA	A	U D	D	SD	N	Mean
1	Staff are not encouraged to participate in conferences in paternal organizational climate	Mgt Staff	2	4	-	1	5	12	3.7
		Deans	1	6	-	5	1	13	3.9
		HoDs	16	2	-	15	-	33	3.8
		Lecturers	132	29	6	50	81	298	3.4
12	Leadership of paternal organizational climate have less concern about staff participation in workshops	Mgt Staff	7	2	1	2	-	12	3.1
		Deans	5	2	-	4	2	13	3.0
		HoDs	3	10	-	6	-	33	2.5
		Lecturers	80	122	-	19	77	298	3.4
13	Attending symposium by staff is not given priority in paternal organizational climate	Mgt Staff	4	5	-	1	2	12	3.4
		Deans	6	4	-	-	3	13	3.8
		HoDs	20	1	5	5	2	33	3.4
		Lecturers	65	140	-	51	42	298	3.8
14	Employers are indifferent on staff participation in seminars in paternal organizational climate	Mgt Staff	3	3	-	3	3	12	3.8
		Deans	10	1	-	1	1	13	3.6
		HoDs	2	10	-	19	2	33	3.5
		Lecturers	78	34	5	97	84	298	3.6
15	Staff social needs are well attended to through insurance scheme in paternal organizational climate	Mgt Staff	2	6	-	3	1	12	3.0
		Deans	1	10	-	1	1	13	3.5
		HoDs	21	6	-	1	5	33	3.7
		Lecturers	95	95	4	16	95	298	3.0
16	Staff mentorship is hardly practiced in paternal organizational climate	Mgt Staff	5	1	-	3	3	12	3.2
		Deans	3	4	1	3	1	13	3.9
		HoDs	15	8	2	4	4	33	3.6
		Lecturers	92	100	7	76	23	298	3.4
17	Staff Induction training is not given much	Mgt Staff	4	5	-	1	2	12	3.9
		Deans	3	4	-	3	3	13	3.7

	priority in paternal organizational climate	HoDs	20	1	5	5	2	33	3.4
		Lecturers	65	140	-	1	92	298	4.3
18	There is no position rotation training among staff in paternal organizational climate	Mgt Staff	2	6	-	2	2	12	3.0
		Deans	2	5	1	5	-	13	2.3
		HoDs	17	5	-	10	1	33	3.2
		Lecturers	56	136	-	83	26	298	3.9
19	Staff are restricted from participating in orientation training in paternal organizational climate	Mgt Staff	2	8	-	-	1	12	3.3
		Deans	10	1		1	1	13	3.3
		HoDs	8	14	2	2	7	33	3.5
		Lecturers	80	52	12	122	35	298	2.8
20	Staff hardly participate in higher education training in paternal organizational climate	Mgt Staff	9	1	-	2	-	12	3.1
		Deans	4	6	-	3	-	13	3.3
		HoDs	9	14	-	3	7	33	3.1
		Lecturers	107	84	-	66	44	298	3.2

Aggregate mean = 3.6

Table 2 revealed the view of Mgt Staff, Deans, HoDs and Lecturers on influence of paternal organizational climate on management of staff development programmes in Federal Universities North-West, Nigeria. Item 11 shows the responses of respondents on whether Staff are not encouraged to participate in conferences in paternal organizational climate, the item statement was accepted by the respondents with the mean score of 3.7, 3.9, 3.8 and 3.4, respectively. Item 12 shows the responses of respondents on whether Leadership of paternal organizational climate care less concerned about staff participation in workshops. The mean scores of the respondents show that the item was accepted by the respondents with the mean scores of 3.1, 3.0, 2.5, and 3.4 for Mgt Staff, Deans, quality and Lecturers, respectively. Item 13 was on whether attending symposium by staff is not given priority in paternal organizational climate. The item statement was accepted by the respondents, with the mean score of 3.4, 3.8, 3.4 and 3.8 for Mgt Staff, Deans, HoDs officials and Lecturers, respectively. Item 14 was on whether Employers are indifferent on staff participation in seminars in paternal organizational climate. The mean scores of 3.8, 3.6, 3.5 and 3.6 were obtained from the responses of the respondents, implying that the respondents accepted the item statement. Item 15 was on whether Staff social needs are well attended to through insurance scheme in paternal organizational climate. The item was also accepted by the respondents with the mean scores of 3.0, 3.5, 3.7 and 3.0 for Mgt Staff, Deans, HoDs officials and Lecturers. Similarly, item 16 was accepted by the respondents with the mean scores of 3.2, 3.9, 3.6 and 3.4 for Mgt Staff, Deans, HoDs and Lecturers, respectively. Item 17 was to find out whether Staff Induction training is not given much priority in paternal organizational climate. The mean score showed that the item was accepted by all the respondents; with the decision mean of 3.9, 3.7, 3.4 and 4.3, respectively. Item 18 was on whether there is no position rotation training among staff in paternal organizational climate. The item statement was accepted by the respondents with the mean scores of 3.0, 2.3, 3.2 and 3.9, respectively. From item 19, the decision mean of the respondents was found to be 3.3, 3.3, 3.5 and 2.8, meaning the item was rejected by the respondents. Item 20 was on whether Staff hardly participate in higher education programmes in paternal organizational climate. The item was accepted by the respondents with the mean score of 3.1, 3.3, 3.1 and 3.1, respectively.

Hypotheses

This section is concerned with all results and outcome of the null hypotheses raised and tested in line with the objectives of this study. Data obtained as responses from the respondents (Mgt Staff, Deans, HoDs officials and Lecturers) from the questionnaire administered were tested. The hypotheses were tested using One Way Analysis of variance (ANOVA). This was determined at $\alpha= 0.05$ level of significant and statistical package for social sciences (SPSS) was used to analyse the data. In all, two hypotheses were tested and acceptability or rejection of the Null Hypothesis was determined by comparing the p-value against the significant level set by the study ($\alpha=0.05$). Hypothesis is therefore rejected if the p-value is less than the level of significance set by the study and retained if the p-value is more than the significant level $\alpha=0.05$.

HO₁: There is no Significant Difference in the Opinions of Respondents on the Influence of Autonomous Organizational Climate on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria

Table 3: Summary of Hypothesis Test on Influence of Autonomous Organizational Climate on Management of Staff Development Programmes in North-West Zone, Nigeria

Autonomous	Sum of Squares	Df	Mean Square	F	Sig.(p)
Between Groups	9.558	3	3.186	2.210	0.072
Within Groups	496.960	356	1.373		
Total	506.518	359			

From Table 3, the F-value is 2.310 and the P-value is 0.072 at $\alpha=0.05$ level of significance. Since the P-value is more than the level of significance set for the study, the null hypothesis was therefore retained, thus, there was no significant difference in the opinion of university respondents of federal universities on the influence of autonomous organizational Climate on management of staff development programmes in North-West Zone, Nigeria.

Decision Rule

Since the p-value of 0.072 is higher than 0.05 level of significance set by the study, it shows that the computed value $p\text{-value } 0.05 > 0.072$ therefore, the null hypothesis which stated that there is no significant differences in the opinion of universities on the influence of autonomous organizational climate on the management of staff development programmes in North-West Nigeria was therefore retained.

HO₂: There is no Significant Difference in the Opinions of Respondents on the Influence of Paternal Organizational Climate on Management of Staff Development Programmes in Federal Universities in North-West Zone, Nigeria.

Table 4: Summary of Hypothesis Test on Influence of Paternal Organizational Climate on Management of Staff Development Programmes in North-West Zone, Nigeria

Paternal	Sum of Squares	Df	Mean Square	F	Sig.(p)
Between Groups	7.226	3	2.409		
				1.235	0.134
Within Groups	589.956	356	1.630		
Total	597.182	359			

From table 14, the F-value is 1.235 and the P-value is 0.134 at $\alpha=0.05$ level of significance. Since the P-value is more than the level of significance set for the study, the hypothesis was therefore retained, thus, there was no significant difference in the opinion of university respondents of federal universities on the Influence of paternal organizational climate on management of staff development programmes in North-West, Nigeria.

Decision Rule

This revealed that calculated value of 0.134 is greater than 0.05 level set for the study $0.05 > 0.134$. Therefore, the null hypothesis which stated that there is no significant difference in opinion of university respondents of federal universities on the influence of paternal organizational climate on the management of staff development programmes in North-West Nigeria was therefore retained.

Discussions of the Findings

This study was able to establish that; Autonomous Organizational Climate significant influenced effective participation of members of staff in Staff Development Programmes in Federal Universities North-West, Nigeria. This was supported by the aggregate mean of 3.9 obtained from the response of respondents on table 1. In addition, the study showed that Staff were encouraged to participate in conferences in autonomous organizational climate and that Leadership of autonomous organizational climate had less concern about staff participation in workshops. It was also revealed that attending symposium by staff was given priority in autonomous organizational climate; the study further showed that employers were indifferent on staff participation in seminars in autonomous organizational climate and that Staff social needs are well attended to through insurance scheme in organizational climate. Staff mentorship was hardly practiced in autonomous organizational climate and Staff Induction training was given much priority in autonomous organizational climate. The study revealed that staff acquisition of higher education programmes was effective in autonomous organizational climate. The study shows that staff received orientation regularly. Position rotation training was given priority in autonomous organizational climate. This agreed with findings of Manga (2015) who stated that the leadership in this type of school organization compromises the university goals at the expense of staffs' right and freedom. Therefore, social need of staff is given more priority than the official work while neglecting an important aspect that will promote the staff morale which includes staff development. This study was able to establish that; Staffs are not encouraged to participate in staff development programme in paternal organizational climate because the atmosphere is devoid of friendliness. This was supported by the aggregate mean of 3.6 obtained from the response of respondents on

table 2. In addition, the study showed that Staff are not encouraged to participate in conferences in paternal organizational climate and that Leadership of paternal organizational climate have less concern about staff participation in workshops. It was also revealed that attending symposium by staff is not given priority in paternal organizational climate; the study further showed that employers are indifferent on staff participation in seminars in paternal organizational climate and that Staff social needs are well attended to through insurance scheme in paternal organizational climate. Staff mentorship is hardly practiced in paternal organizational climate and Staff Induction training is not given much priority in paternal organizational climate. The study revealed that there was no effective position rotation training among staff in paternal organizational climate. Staff are not adequately oriented in paternal organizational climate and staff hardly participated in higher education programmes in paternal organizational climate. This agreed with findings of Hamid (2019) that there are problems of gossip, backbiting, religion sentiment, Godfatherism and the performance of the employees become so poor because they don't share ideas to achieve better result.

Conclusions

Management of staff development has been accepted as an effective method of increasing the knowledge and skills of staff in order to ensure staff effectiveness. The type of organizational climate prevailing in a school system is a strong determinant of the extent to which members of staff will have the opportunity to participate actively in development programmes.

Recommendations

1. Autonomous organizational climate just like open organizational climate should be accepted because it actually encourages effective staff participation in staff development programmes in federal universities in North-West Zone, Nigeria.
2. Paternal organizational climate should be discouraged by every education managers because it devoid of friendliness by implication does not encourage effective participation of members of staff to actively participate in staff development programmes resulting to low productivity

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