

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

University is among the tertiary level of Educational Institutions of learning in Nigeria. The Federal Republic of Nigeria, FRN (2004) in the National Policy on Education, described the Tertiary Education as the type of Education received after Secondary Education in Universities, Colleges of Education, and Polytechnics including those institutions offering correspondence courses. As Tertiary Educational institution, University Education pursues its goals through teaching, research and development, staff development programmes such as orientations, mentorships, coaching, conferences, computer trainings and seminars as well as generation and dissemination of knowledge, among others. Organizational climate refers to social environment features of an organization such as leadership, style, communication, values and behavioral norms which influence the management of staff development programmes in that environment Alajmi (2016) 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). Organizational climate refers to employees` shared perceptions of the formal and informal policies, practices, and procedures within their work environment (Sanad, 2016).

Employees are the backbone of the organization. The accomplishments or issues experienced by the organization are contingent to the performance of its staff Gachunga (2014). Training and development are functions within human resources management used to fulfill the gaps between current and expected performance Husseina, (2015). Organizational climate is a description of the characteristics of the work environment, job satisfaction for individual working with these characteristics must be affected by the organizational climate, either enhancing the feeling satisfaction Alaneme, (2017). Organizational climate (School climate) is a description of the total written and unwritten, academic, social and managerial rules that affect and influence the behavior of teacher/lecturers and students.

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.

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. Poor participation of staff in development programmes, poor communication between the management staff and the university lecturers became so alarming in North-West Zone, Nigeria.

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. Husseina, (2015) stated that Staff development has been described as activities which aim at improving, updating or maintaining employees' skills and abilities. Personal visit to few federal universities revealed that staff lacks so many trainings that will sharpen their competency in the classrooms and for their personal development such as on the job and off the job trainings. James (2016) stated that training helps the staff to get job security and job satisfaction. The more satisfied the staff is and the greater his moral, the more he will continue positively to organizational success and the lesser will be staff absenteeism and turnover. Unfortunately, low attention is given to organizations of development programmes in federal universities in North-West Zone, Nigeria. It is therefore. It is against this basis this study assessed the 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 needs 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. This 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). This type of organizational climate has a more rigid atmosphere with the school managers in the role of leader and the environmental participants as subordinates Tukur, (2015). Tijani & Adebemile, (2015) found out that, the manager treats all group members like children because of that the group members have low morale and no participation in decision-making to achieve goals.

Objectives of the Study

The study was guided by the following objectives with specific reference to Federal Universities in North-West Zone, Nigeria. Thus, the study was set to:

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

The following questions were asked, which helped to guide the study:

- 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?

Hypotheses

The following research hypotheses were formulated and tested at $\alpha= 0.05$ level of significance:

HO₁ There is no Significant Difference in the Opinions 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 Opinions 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 survey 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.

Population of the Study

The population of the study is made up of all the academic staff of seven (7) federal universities in North-West Zone, Nigeria and management staff including: VCs, DVCs, Registrars, Librarians, Bursars, Deans and Head of departments. The North-West State is made up of seven States namely; Kaduna, Kano, Katsina, Sokoto, Jigawa, Birnin Kebbi and Zamfara. Total population of the study was 9,132, this comprises of 55 Management staff, 8516 Lecturers, 92 Deans, 469 HoDs.

Sample and Sampling Techniques

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 set by the study. Proportionate Sampling technique which gave the researcher the opportunity to select a sample size based on the population of respondents from the respective universities. Participants are chosen on purpose not randomly (Cathy, 2023).

Instrumentation

The instrument used for this study was self-structured questionnaire and was based on five (5) point Likert scale. The scales ranged from Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D) to Undecided (U) options. The instrument was vetted by three (3) research experts in the field of Educational Administration and Planning for its clarity and relevance.

Procedure for Data Collection

In order to successfully administer the instrument to the respondents, the researcher personally administered the instrument on the respondents with the help of three (3) research assistants in selected universities respectively. Questionnaires were accompanied by letters of introduction collected from Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria which paved way for researchers to gain access to the right information.

Methods for Data Analysis

A total of 367 copies of the questionnaire were issued to the respondents, but only 356 were successfully completed, and retrieved. Weighted mean score was used to answer research questions. In answering research questions, a mean score of 3.0 was set as a benchmark and above indicated the acceptance. While descriptive statistics of One-Way-Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 level of significance. Justification for the use of ANOVA is for the fact that there are more than two groups in the population. The analysis was,

therefore, based on the data gathered from the above mentioned number of the questionnaire returned.

Results

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	298	3.0
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	298	4.0
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	298	3.8
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	298	3.6
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	298	3.2
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	298	3.4
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	12	64	7	90	14	298	3.7
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	298	3.2

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	298	3.5
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	298	3.1
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
11	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 priority in paternal organizational climate	Mgt Staff	4	5	-	1	2	12	3.9
		Deans	3	4	-	3	3	13	3.7
		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

H0₁: 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
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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-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.

H0₂: 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 significantly 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. Jumare (2018) also found that the staff received average trainings but not as open climate, this type of climate is therefore discouraged and need to stop. Mansur (2022) in his study revealed that, Staff (academic) achieves their goals and work cohesively and also enjoyed almost complete freedom to conduct their work and fulfill their social needs as they wish,

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. James (2016) noted that, staff training and management development of the work force of an organization serves as the predictor of corporate performance of staff. 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 results. There is no degree of closeness between the chancellor and the lecturers, but the chancellor's expectation from the lecturers is rather impractical (Cecilia, 2018).

Conclusions

1. It was discovered from the study that, no organizational climate is totally perfect, each of them have their advantages and disadvantages. It is therefore important that school managers to critically study their staff composition in order to take informed decisions on the right organizational climate to deploy in order to get the best of staff productivity.
2. The results of the findings showed that, 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

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

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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