PERCEPTIONS OF STAKEHOLDERS ON PREVAILING ORGANIZATIONAL CLIMATES IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE OF NIGERIA

BY

Cecilia Okwudinma OKONKWO

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULLUM,
FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA

SEPTEMBER, 2018

PERCEPTIONS OF STAKEHOLDERS ON PREVAILING ORGANIZATIONAL CLIMATES IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE OF NIGERIA

BY

Cecilia Okwudinma OKONKWO

B.Sc(Ed),PGDM,MBA,M.Ed

P13EDFC9007

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMNET OF THE REQUIREMENTS FOR THE AWARD OF THE DOCTORATE DEGREE IN EDUCATIONAL ADMINISTRATION AND PLANNING,

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, ABU, ZARIA

SEPTEMBER, 2018

DECLARATION

I hereby declare that this thesis entitled "Perceptions of Stakeholders on Prevailing Organizational Climates in Colleges of Education in North-West Zone of Nigeria" has been written by me in the Department of Educational Foundations and Curriculum, Administration and Planning Section, Faculty of Education, Ahmadu Bello University, Zaria under the supervision of Prof. B.A Maina, Dr. A.A. Igunnu and Dr. E.I. Makoju. The research is exclusively based on the report of the investigation conducted by me. All sources of information derived from the literature have been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree at any university.

_____ _____

Cecilia Okwudinma OKONKWO Date

CERTIFICATION

This thesis entitled: "PERCEPTIONS OF STAKEHOLDERS ON PREVAILING ORGANIZATIONAL CLIMATES IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE OF NIGERIA" by Cecilia Okwudinma OKONKWO meets the regulation governing the award of the Doctor of Philosophy degree in Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

_____ _____

Prof. B.A. Maina — Date
Chairman, Supervisory Committee

_____ _____

Dr. A. A. Igunnu — Date
Member, Supervisory Committee

_____ _____

Dr. E.I. Makoju — Date
Member, Supervisory Committee

_____ _____

Dr. M. I. Harbau — Date
Head of Department

_____ _____

Prof. S.Z. Abubakar — Date
Dean, School of Postgraduate Studies
Ahmadu Bello University,
Zaria.

DEDICATION

This research work is dedicated to my husband, children and my granddaughter, Zina.

ACKNOWLEDGEMENTS

There are many people to thank; as no meaningful academic pursuit is without solidarity. Along the way, I have been driven, inspired, and supported by all of the people who placed their confidence in me. In particular, I give deep thanks to my lecturers, especially my supervisors – Professor B. A. Maina, Dr. A. A. Igunnu and Dr. E. I. Makoju of Ahmadu Bello University, Zaria. Their guidance, supervision and suggestions put this study in a proper shape. I owe special gratitude to my son, Dr. Nelson Okonkwo who challenged me to the echelon of academic ladder when my first flush of interest disappeared while waiting for my M.Ed. result that guaranteed this study. He supplied the courage.

Lots of thanks go to the respondents – lecturers, management and non-academic staff of colleges of education in North-West Geo-Political zone of Nigeria whose thoughtful responses generated the necessary data for this study. With heart full of gratitude, I appreciate my research assistants, Dr. (Mrs) Uche Viola Obiana and Mr. Christopher Ezeamagu for their help in data collection.

I must not fail to appreciate Dr, M. Musa, Head of Science Education section, ABU Zaria, for his impartation of new knowledge in statistics that helped me for direction and further analysis of the findings of this study. I am also more grateful than I can express to my major supervisor, Prof. B.A.Maina who imparted a style and organization to the raw data yielding clear and rich information. I also owe great many thanks to a host of other people who in one way or the other contributed to the success of this research work. May God bless them all.

To my colleagues at Shehu Shagari college of education, Sokoto, I appreciate you all; especially Monica Ango, Akpan C. Felicia, Benedictta Okorie, Dr. Poyi, Dr. S. Dandere and Dr. Bashiru Liman who offered assistance in the area of statistics. Also, I thank my fellow PhD students, colleagues at ABU, Zaria whose interactions and co-operation made the study less stressful

Let me thank my typist, Madam Joy for painstakingly and patiently typesetting the manuscript as many times as new ideas were introduced. I also thank my entire family members for their support all the way.

Above all, the Almighty God deserves the final glory for letting me cross over the rocky and thorny academic path to the present status.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS

COE: College of Education

PSPOC: Perceptions of Stakeholders on Prevailing Organizational Climate

PPMC: Pearson Product Moment Correlation

SPSS: Statistical Package for Social Sciences

TRM: Time Resource Management

ANOVA: Analysis of Variance

MOE: Ministry of Education

NCCE: National Commission for Colleges of Education

ABSTRACT

This study, 'Perceptions of Stakeholders on Prevailing Organizational Climates in Colleges of Education in North-West Zone of Nigeria' addressed seven objectives, among which were to: examine the perceptions of lecturers, non-academic and management staff on the prevailing open organizational climate and ascertain the perceptions of lecturers, non-academic and management staff on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria. Also, seven research questions were asked and seven null hypotheses formulated for the study. Two of the hypotheses stated that there are no significant differences in the perceptions of stakeholders on the prevailing autonomous organizational climate and the perceived organizational climate by stakeholders between state and federal Colleges of Education in North-West Zone of Nigeria. Survey research design was used to describe the phenomenon in the natural setting. Five Colleges of Education were selected by use of stratified random sampling to cover both state and federal colleges. The total population of subjects studied was 2,420 while the sampled respondents in the study were 393, made up of 333 lecturers, 40 non-academic staff and 20 management staff. Data were collected by use of structured questionnaire. The questionnaire contained 60 items. Measuring instrument used was 5-point Likert ranking scale. The statistical tools employed for the analysis of data were percentages and frequency counts, Mean, Analysis of Variance (ANOVA) and t-test at a significant level of 0.05. All the 7 null hypotheses tested were rejected as P-value was less than 0.05; which means that there was significant difference in the perceptions of stakeholders (lecturers, management and non-academic staff) on the prevailing organizational climates in Colleges of Education in North-West Zone of Nigeria. Despite the disparity in respondents' perceptions, the findings revealed that the most prevailing organizational climates in the Colleges were open and autonomous climates (in which management behaviours showed more of positive characteristics in such areas like cordial relations, satisfactory disciplinary measures, feeling of general good fellowship and helpfulness among members, freedom to carry out duty, appropriate work schedule). Similarly, climates such as controlled, familiar, paternal and closed were perceived differently by the stakeholders. This led to further analysis, where Post hoc test using Scheffe's Multiple test to ascertain the extent of the differences were used. Then, based on the Scheffe's test, lecturers' and non-academic staff opinions still revealed no significant difference; but the opinion of the two simultaneously differs from that of the management. The study concluded that the six organizational climates were found to be prevailing in the colleges; at least in parts, but the predominant ones were open and autonomous climates. Hence, the study recommended among others that open and autonomous climates should be maintained and improved upon by the college-based stakeholders as there is still room for improvement based on lecturers' perceptions. Thus, managers should encourage participatory approach to decision making for enhanced work relationships and creativity; ensure prompt rewards and appropriate communication system that would be bi-directional and lateral, provide feedback corrective measures to employees, employ modern techniques in motivating workers.

OPERATIONAL DEFINITION OF TERMS

In this study:

Administrator: refers to a leader who is charged with the responsibility of managing the affairs of an organization through implementation of policies and programmes by judiciously coordinating the available resources (human, material, financial and time resources) towards achieving predetermined objectives.

Autonomous Climate: refers to a desired climate/atmosphere where employees are given a good measure of freedom to operate in the institution thereby injecting new ideas and initiatives. Members of the college are happily motivated and committed to duty.

Climate: is an Organizational characteristic which refers to as those aspects of the social environment that are consciously perceived by organizational members. In other words, climate involves peoples' experiences that are accessible as it concerns attitude and behaviour.

Closed Climate: represents the opposite of the open climate. It is characterized by lack of commitment and or poor productivity of both manager and employees. The manager (provost) is inconsiderate, unsupportive and unresponsive.

College-based Stakeholder: refers to workers in college of education. In this study, the stakeholders in college of education include: lecturers, management and non-academic staff.

Controlled Climate: reflects autocratic leadership style of the provost where hard work is the major concern; but less of workers' welfare. Management ensures strict supervision of employees' work with minimal feedback; rigid control where employees must adhere to established rules and regulations.

Familiar Climate: depicts a laissez-faire atmosphere where the college management is concerned about maintaining a friendly atmosphere at the expense of task accomplishment.

Manager: refers to the leader of an organization who controls the affairs of the organization.

Management: management implies effective coordination and development of available human and non-human resources to achieve organizational goals.

Management Staff: In the context of this study, management staff (or top management) in college of education refers to the provost, deputy provost, registrar and bursar.

Open Climate: is a desired climate which describes the openness and authenticity of interaction that exists among college-based stakeholders. It reflects the management and employees' cooperative, supportive and receptive attitudes to each other's ideas leading to better productivity.

Organization: In the context of this study, refers to the structure – the vertical and horizontal layout – of the power position in the education institutions. That is, a socially constructed entity that pursue a common goal.

Organizational Climate: Can be defined as a collective perception of the work environment by the individuals within a common system. Thus, the organization climate of school refers to the collective perception with regard to attitudes and behaviours of members and by the members of a school system

Paternal Climate: depicts an atmosphere where the manager is benevolently autocratic; he is hard-working but his expectation from employees is impracticable. The provost being a dictator makes employees to keep distance from him/her; and cannot express their difficulties or problems with boldness in the college.

CHAPTER ONE
INTRODUCTION

1.1. Background to the Study

College of Education (COE) is among the tertiary level institutions of learning in Nigeria. As stated by the Federal Republic of Nigeria, FRN (2004) in National Policy on Education, tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, and monotechnics including those institutions offering correspondence courses. Based on the National Commission for Colleges of Education Decree (Now Act) No13 of 1989 COE was established as a completion of tripod of excellence in the supervision of higher education in the country. As a tertiary educational institution, college of education pursues its goals through teaching, research and development, staff development programmes, generation and dissemination of knowledge among others. Also section 8 subsection 63(a) of the FRN (2004) clearly emphasize that the internal organization and administration of each institution shall be its own responsibility. Consequently, the management of College of Education is the responsibility of the leader with the title 'Provost' at this level of Education system; and the prevailing organizational climate is dependent upon his managerial tactics and ability or lack of ability to carry along the subordinates in a positive working environment.

However, College of Education is established specifically to offer education courses. It is purely for teacher education. It provides professional training and equips teachers for effective performance of their duties. Hence, the minimum qualification for entry into the teaching profession is the Nigeria Certificate in Education (NCE). This certificate is issued at the completion of courses in College of Education for the duration of three years of study which NCE courses run.

In view of the above, college of education is a social organization where people are brought to perform in order to achieve predetermined educational goals. Based on this premise, people interact with one another in the course of discharging their duties. That is, information flow, communication, teaching and a host of other activities go on. The nature and occurrence of these activities and general environmental condition of the college suggest the organizational climate. Organizational climate theories stem from the research concerning organizational management, and have evolved in the pursuit of

effective management theory. Organizational climate of one college may be different from another college. Several principles combine to provide an outline for the development of an effective organizational climate. The major themes in the literature suggest supporting teamwork, developing an enabling working environment (culture), and developing a shared vision to create an effective organization climate. Thus, how this organizational climate is perceived depends on how it exerts influence on the behaviour of members of the college (lecturers, students, non-academic staff, as well as management); among which the behaviours of the college-based stakeholders under study include: lecturers, non-academic staff and management staff in the Colleges of Education in North-West Zone of Nigeria.

By organizational climate, it means the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner. It has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness, Ali and Patnaik (2014). Similarly, Litwin (2001) defined organizational climate as 'a group of measurable characteristics that members could perceive directly or indirectly in the work environment', and as a description of environmental factors, it could help researchers ascertain the effects of environment on employee motivations. On the other hand, Patterson, Warr and West (2004) described climate as 'those aspects of the social environment that are consciously perceived by organizational members'. According to Ali and Patnaik (2014), the term climate can be used to describe peoples' perceptions of groups or job assignment in which they work. Climate has been described as an experientially based description of the work environment and, more specifically, employees' perceptions of the formal and informal policies, practices and procedures in their organization, Schneider (2008).

Organizational climate therefore, can generally be defined as physiological state strongly affected by organizational conditions, such as systems, structure and managerial behaviour. It is perception of how things are in the organizational environment, which is composed of a variety of elements or dimensions. In fact, in every social organization, the management and the subordinates are the team players. The success or failure of the organization depends on their ability to perform their duty effectively and complement each others' roles as team players. Nevertheless, managers constitutes the most important human resource of the organization as they have to interact with and motivate their subordinates and colleagues; communicate with top managements and customers, and

achieve their individual as well as organizational goals. Therefore, the provost of college of education interacts, communicates with and motivates the academic staff, non-academic staff, as well as students in the course of management to achieve the goals of teaching and learning in the college.

In both developed and developing countries, there have been several studies on organizational climate in relation to job satisfaction of the university lecturers; but very few studies have been focused on the management behaviour. Further still, little or no attention was paid to the study of how organizational climate were perceived in relation to managerial behaviour at the level of college of education, which is also tertiary education system in Nigeria. Meanwhile, most of the relevant studies on organizations climate were focused on universities abroad such as United Kingdom, India and So on, Nicholson and Miljus in Adeniji (2011). This explains why this study at college of education level is important.

At this juncture, it is important to note that the concept of organizational climate of the organizations and other variables, like, job satisfaction of the employees and their performance, began to emerge in the early 1960s with the work of Halpin and Croft in this area. Halpin and Croft (1963) in Raza (2010) identified eight dimensions of the school climate such as disengagement, hindrance, spirit and intimacy as reflected in the behaviours of teachers and aloofness, production emphasis, thrust and consideration as reflected in the behaviours of the principals. To them, an essential determinant of school's 'effectiveness' as an organization is the principal's ability – or his lack of ability – to create a 'climate' in which he, and other group members, can initiate and consummate acts of leadership. Therefore, a desirable organizational climate is one in which it is possible for leadership acts to emerge easily; and must be initiated. The six distinct organizational climate types that were identified by Halpin and Croft made good sense, both practically and psychologically. They include: open, autonomous, controlled, familiar, paternal and closed climates.

The construct of climate has been studied extensively and has been useful in capturing perceptions of the work context, Dennisson (2006), Ostroff, Kinicki and Tamkins (2007). Even though, there is little or a lack of study carried out concerning organizational climate among higher education organization's administrative staff, especially in Nigeria. Yet, at this level of education system (COE) in Nigeria, effective

management plays a basic and dynamic role in the educational system. Obviously, good performance of students depends upon effective teaching of their lecturers; which in turn depends on the manager's effective relations with members of the institution as well as effective and efficient management of other resources. Hence, the interactions between the management and employees which can produce any type of climate in the school system, is the focal point because much of the school success depends on how well it is done.

In this age, there is a need for new strategies in order to form an organizational climate to promote the development of creative thought and to transform these applications into the organizational culture that society desire. Therefore, lecturers' effectiveness is a function of managerial effectiveness located in the effective communication and motivational strategies of managers and general behaviour at workplace. Thus, it can be expected that characteristics of organizational climate will have influential roles in determining managerial and employees' behaviour towards the work and the organization as a whole.

In today's turbulent and dynamic environment, the ultimate development and survival of an organization depends on the knowledge, skills and capabilities of its employees; on the other hand, both depend even more on directing those skills and knowledge towards reaching organizations goals. Only in a conducive environment would employee be dedicated to his/her work, demonstrates creativity and aim towards meeting the organizations goals, Rahimic (2013). Against this backdrop almost all organizations seek the opportunity to increase staff commitment and direct them (the staff) towards achieving organizations objectives. Hence, for managers of colleges of education this means identifying and employing relevant motivational measures in the process of dealing with employees so as to create positive working environment to achieve the institution goals. Therefore, management implies effective coordination and development of available human and non-human resources to achieve organizational goals.

The motivating core job characteristics viz., high levels of task identity, autonomy, skill variety and job challenge satisfy an academic's need for engaging, meaningful work activities: a critical psychological state associated with important outcomes such as job satisfaction, intrinsic motivation and work effectiveness, Adeniji

(2011). Another positive work environment feature for academics is role clarity (low levels of role ambiguity); that is, clear, planned goals and objectives for their jobs, and certainty about their job responsibilities. Therefore, communication and motivation represent the main principles of contemporarily management tools, since only through quality motivation and communication systems can an organization increase its competitive advantage and value.

The manager of an organization such as COE, faces challenges such as, working with people from different cultures, improving the quality of education products and services, enhancing productivity, maximizing lecturer satisfaction, creating enabling work environment and so on. These require dealing with a work force that has different needs, aspirations, attitudes and style. These challenges could be handled only by empowering mangers and lending them moderately high degree of freedom in their decision making. This can be linked to the Provost who is the top manager of college of education divulging power or delegating authority with commensurate power to the deputy provost, registrar, bursar and by extension Deans of various faculties and departmental heads who constitute the management team of the college. As a result, organization could become an entity, where everybody, including the managers, is engaged in identification of problems and finding their solutions by continuous experimentation and improvement.

The fundamental roles of tertiary institutions in nation building therefore rely very heavily on committed academic staff among others, which is feasible in a positive college climate. No matter how much machinery and equipment the institution have, these equipments cannot be put into use until they are released and guided by employees who have the right attitudes and work behaviours. Developing a person's human potential is indeed very tasking. Most times these employees find themselves under the influence of social pressures from within and outside the world of work, Anumnu (2005). Research on the contribution of people management to organization's performance outcomes such as productivity and profitability has been related to a climate of satisfaction in the workplace, Jeevan (2013). Researchers have also tried to investigate the influence of climate in general on organizational behaviours. Due to their influence on job related behaviour, general aspects of climate may be perceived and classify by workers within an organization.

One factor that might influence organizational performance is organizational climate. The organizational climate dimensions are to be measured based on school managers' leadership behavior and employees' behaviour. School managers can encourage effective performance of their employees by identifying their needs and try to meet them. This encouragement is very much dependent on various aspects of the provosts' leadership behavior. In the present study, organizational climate is perceived in terms of results, rewards and interpersonal relations, organizational processes, clarity of roles (work schedule) and sharing of information and other important behaviour with regard to the managers' involvement in the organization. These are reflected in the six dimensions of organizational climate earlier mentioned, which include: open, autonomous, controlled, familiar, paternal and closed climate which are the basis of this study.

In Nigeria, tertiary institutions of learning particularly colleges of education are currently facing many challenges in form of inadequate infrastructure, lack of enabling research environment, disparity in salary and allowances, inconsistent policy implementation between federal and state government, Adeniji (2011). In spite of these problems, the researcher also observed that infrastructural decay, issues of flexible time, communication and decision making problems exist in the institutions because the superiors take certain decision without involving the lecturers. However, these challenges may well affect job performance and perception of institution's climate. Nonetheless, organizational climate or work environment is the key to corporate success since it determines the attitudes and behaviours of workers. Therefore, corporate and service institutions need to count on periodic measurement mechanism of their organizational climate which informed this study. In addition, this study is essential at this point in time considering the observable behavioural challenges workers are experiencing in academic institutions in the country and education priority in the Millennium Development Goals. It therefore calls for all levels of education system to engage in an overhauling mechanism to identify lapses which creates room for improved monitoring, planning and reform.

Whatever organization climate is prevailing, the hallmark of this study is to make the education system work. Thus, concrete results are expected from managers by ensuring that all lecturers teach enthusiastically and all students learn in conducive environment. How he/she achieves this, depends on his managerial ability and tactics; by

ensuring a better deal to lecturers and non-academic staff with greater accountability and provision of improved services; and insistence on observation of acceptable norms of behaviours. Hence, this research work was focused on the perceptions of college-based stakeholders on the prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria.

1.2. Statement of the Problem

Organizations' climates are the concepts people share and perceived that are meaningful abstractions of sets of cues; the cues being the many specific events, conditions, practices, and procedures that occur in the daily life of an organization. In any organization, the manager's fundamental task is providing the enabling conditions for people to lead the most enriching lives they can. Consequently, the manager of college of education faces challenges such as, working with people of diverse cultures and behaviours, improving the quality of education products and services, enhancing productivity, maximizing employee satisfaction for improved performance, creating enabling work environment and so on. These require dealing with workforce that has different needs, aspirations, attitudes and style. Rekha Nair (2006) opined that there has been an increasing importance of workplace climate on employee job satisfaction, creativity, motivation and retention. The most common management issue faced by organization in this present day is search for creative flexible work environment that promotes job satisfaction and innovation.

Organizational climate problems emanate from interactions among members of the organization. In the course of these interactions, such issues like conflict, poor communication and motivation, unsatisfactory approach towards promotion and training, leadership style and so on which culminates into the dimensions of management behaviour and characterized by various organizational climate types are experienced by members. Specifically, the four dimensions of management behaviour as described by Halpin and Croft are: aloofness, production emphasis, thrust and consideration. On the other hand, the four dimensions of employees (lecturers and non-academic staff) behaviour are: disengagement, hinderance, esprit and intimacy. All of these dimensions served as organizational climate measurement which characterized the six distinct organizational climates: open, autonomous, controlled, familiar, paternal and closed.

However, actions of the manager would obviously, bring about the reactions of the subordinates. Therefore, the lecturers and non-academic staff of COE in response to

the management unfavourable actions/behaviours exhibit such behaviours like resentment, lack of commitment to duty, low morale, etc. Hence, the dimensions of climate that do not satisfy the subordinates needs like, task accomplishment as well as social needs can lead to strained climate or atmosphere.

Meanwhile, the motivating factor for this research came from the researcher's observation that colleges vary in their organizational climates and these variations are felt as one visits different colleges. The 'feel' of the college is the subject matter - Organizational Climate. Thus, this becomes of practical importance to college executives which informed this research.

The task of creating and maintaining an organizational climate lies in the management/leader, whose managerial behaviour impacts the organizational climate. Adeyemi (2008) remarked that the behaviour that a teacher exhibits influences his or her level of performance. Adeniji (2011) observed that lecturers of tertiary institutions are currently facing many challenges such as, disparity in salary and allowances, inconsistent policy implementation, and so on. More so, the researcher based on experience observed that in Colleges of Education in Nigeria, with special emphasis to North-West Zone, that despite the above mentioned problems, flexible time issues, poor motivational strategies, lack of due process, poor feedback corrective measures, communication and decision making problems exist in institutions because the superiors take certain decisions without involving the subordinates which might well affect the climate of the organization. Consequently, such practices by the management results in frustration and lack of commitment by subordinates. This could be linked to poor implementation of policy, sometimes more pronounced in nonchalant attitude of managers towards promotion of lecturers, reward system, and interpersonal relations skills. In fact, the task facing educational managers and planners in recent time have become more challenging and complex due to growing population, social expectations, new requirements arising from socio-political and cultural changes and so on.

There has been a long-standing interest in the study of organizational climate among organizational researchers. Its importance is partly due to its hypothesized relationship to other organizational phenomena including job satisfaction, job performance, leadership behaviour and the quality of work group interaction, Ali and Patnaik (2014). In line with this view, a number of factors have been identified in literature as responsible for the extent to which organizational climate issues like

ineffectiveness is associated with employees' job structure and motivation; the impact of these factors vary, and are quite associated with employee belief, management of factors and tolerance levels, Doty, Glick and Huber (2008). These factors which could enhance or impede organizational climate conditions like academics work performance include top management emphasis on administrative style, workload, feedback about performance and support from superiors. Importantly, two elements that cannot be ignored whiling dealing with organizational relationships are communication and motivation. Communication is the essence of organizations. Hence, the personal characteristics matching up between the manager and the subordinate, is also a factor towards achievements and productivity. More so, as much as workers have different needs, so are the managers would be confronted with the task of mastering varying motivational strategies to get them to perform to their full potentials in a conducive environment.

Moreover, some researchers believed that good bidirectional communication would seem a critical part of an effective management equation, Lunenburg (2012). Without structures and procedures that facilitate good supervisor employee communication, role ambiguity is inevitable as is job dissatisfaction leading to overall inefficiency in organization. One issue that continues to cause dissatisfaction amongst employees and invariably tense the climate of the organization is when employees believe that there is a discrepancy between the official organizational reward system and process, and what actually happens at workplace. Organizations could communicate the real worth of an employee via the reward system in use, irrespective of the written policies about promotions. However, there are some extrinsic factors in the organizational climate that could also lead to negative organizational climate but are not of interest to this study.

Obviously, the overbearing attitude of some leaders like having tight meeting agendas, establishing firm rules for lecturers, being unsupportive; poor concern in developing staff through training and retraining is of great concern to education stakeholders. In consequence, some lecturers show resentment and lack of commitment to work thereby straining the climate of the institution.

Based on the aforementioned facts, it is obvious that the Colleges of Education in Nigeria, particularly in the North-West Zone are facing numerous behavioural problems

at work place. Hence, the main thrust of this study was to examine the Perceptions of Stakeholders on the Prevailing Organizational Climates in Colleges of Education in North-West Zone of Nigeria.

1.3. Objectives of the Study

The overall objective of this research was to investigate the perceptions of college-based stakeholders on the prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria. Specifically, the study was set to:

1. examine the perceptions of lecturers, non-academic and management staff (stakeholders) on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria;
2. find out the perceptions of stakeholders on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria;
3. determine the perceptions of stakeholders on the prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria;
4. assess the perceptions of stakeholders on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria;
5. determine the perceptions of stakeholders on the prevailing paternal organizational climate in Colleges of Education in North-West Zone of Nigeria;
6. ascertain the perceptions of the stakeholders on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria; and
7. identify the stakeholders' perceived organizational climate between the federal and state Colleges of Education in North-West Zone of Nigeria.

1.4. Research Questions

Current interest in organizational climate arises from available literature in the area concerned that poses several questions arising partly from social and cultural dimensions in the school setting. To this end, the following main questions of interest to this study were raised thus:

1. What are the lecturers, non-academic and management staff perceptions on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria?
2. In what way does the lecturers, non-academic and management staff perceive the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria?
3. What are the perceptions of lecturers, non-academic and management staff on the prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria?
4. How do lecturers, non-academic and management staff perceives the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria?
5. In what way do the lecturers, non-academic and management staff perceives the prevailing paternal organizational climate in Colleges of Education in North-West Zone of Nigeria?
6. What are the lecturers, non-academic and management staff perceptions on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria?
7. How do the lecturers, non-academic and management staff perceive organizational climate between the federal and state Colleges of Education in North-West Zone of Nigeria?

1.5. Hypotheses

In the light of the above research questions, the following null hypotheses were formulated:

1 There is no significant difference in the perceptions of lecturers, non-academic and management staff (stakeholders) on the prevailing open

organizational climate in Colleges of Education in North-West Zone of Nigeria.

2 There is no significant difference in the perceptions of stakeholders on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria.

3 There is no significant difference in the perceptions of stakeholders on the prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria.

4 There is no significant difference in perceptions of stakeholders on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria.

5 There is no significant difference in the perceptions of stakeholders on the prevailing paternal organizational climate in Colleges of Education in North-West Zone of Nigeria.

6 There is no significant difference in the perceptions of stakeholders on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria.

7 There is no significant difference in the perceived organizational climate by the stakeholders between state and federal Colleges of Education in North-West Zone of Nigeria.

1.6. Basic Assumptions

For the purpose of this study, the following assumptions were considered:

1. That open organizational climate is the desired climate that provides a platform where both management and employees work together in harmony towards attainment of organization goals.
2. That autonomous organizational climate portrays an atmosphere where employees are given a good measure of freedom to operate in the institution; as reflected in the manager's leadership capacity; ensuring positive climate.
3. That controlled organizational climate is characterized by hard work and task accomplishment at the expense of social needs, where the manager employs direct approach but keeps distance from subordinates.

4. That familiar organizational climate depicts laissez-faire atmosphere where the manager (provost) is concerned with friendly relation at the expense of task accomplishment.
5. That paternal climate not only depicts autocratic leadership but also deny workers the opportunity to develop due to fear resulting in keeping distance from the leader; and productivity suffers.
6. That closed organizational climate is characterized by rigidity, inconsiderate, unsupportive and unresponsive management leading to frustration, lack of commitment and ineffective subordinates; and as well lack of respect for the manager.
7. That there is no institutional status discrimination in the perceptions of the prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria.

1.7. Significance of the Study

We are in a dynamic society, where the enormity of divergent needs and challenges are facing mankind. These needs and challenges are addressed by the use of education to create awareness and develop understanding. Consequently, this study was meant to be able to reframe important educational issues and craft an original research project to illuminate the problem and generate knowledge for policy development and implementation at system and organizational levels. In essence, the result of this study will provide basis for:

a. Educational planners to engage in a judicious planning and implementation of educational policies which are very vital for the achievement of educational aims and objectives. Based on the data, professional development plans can be made that target specifics rather than generalities.
b. The attitude of individual is an important factor in education institutions where human component has the greatest importance. Therefore, the data generated in this study will provide lecturers and non-academic staff a sense of direction to carry out their duties judiciously in relation to open and autonomous climate characteristics because the quality of attitudes has a great role on the mutual relations and the interactions, but also it is effective in creating working peace and harmony when the expected job is performed successfully. Importantly, the study could remind the lecturers (and

management too) that respect is reciprocal; and a greater motivational need is for lecturers to achieve feelings of professional self-worth, competence, and respect; to be seen as people of achievement, professionals who are influential in their workplaces, growing persons with opportunities ahead to develop even greater competence and sense of accomplishment.

c. The instrument will help the provosts and other management in COE to identify their areas of strengths and weaknesses, so as to adjust their behaviours positively to improve performance. Be that as it may, the study provides the technical knowledge of effective school management with regards to organizational climate, especially at higher institutions of learning as a platform to bridge the gap between theories and practice. In other words, the research study exposed the practicing school managers as well as would-be school leaders to the necessary management skills and procedures that can help create positive organizational climate to enable workers perform enthusiastically.

   The management of tertiary institutions will find the research helpful in improving staff morale, and bringing about job satisfaction of employees. It will help the school managers to identify the need for improved motivational strategies such as involving staff in decision making, professional support, feedback of evaluation, good rewarding system etc. that will enable lecturers to work happily in a conducive climate or environment. This will therefore help to improve teaching and learning in colleges. It will help the practicing managers to recognize the relationship between management effectiveness and organizational climate for goal achievement; and that a conducive climate is a function of quality leadership in the organization.

d. The study could be useful to managers of other organizations apart from academic institutions. Of course, the study revealed the perceived attitude of staff and management with a view of improving management techniques as well as teaching and learning. In other words, it serves as an unbiased feedback to the college-based stakeholders, as a periodic measurement mechanism which could be applicable in other organizations. Hence, organizational climate study can be used as a means of diagnosis and fixing as it highlighted the desired practices as enumerated by the open and autonomous climates characteristics for improved performance.

Suffice it to say that, much of the manager's behaviours need to be addressed here because the organizations effectiveness depends more on his ability to create workable climate. Thus, the study could serve as a mirror to practicing school managers to see a replica of who they are in their profession especially those of North West Nigeria and beyond. Consequently, it provides the managers with a consciousness of adoption and or adaptation to identified innovative strategies and processes of management explicated in this study. Simply put, it will enhance and widen the horizon of knowledge.

Therefore, it will sensitive the managers and the would-be managers on the need to set clear objectives with such lucidity and clarity that anyone who eventually mounts the seat would make a success provided he prioritize the needs (problems) and have the propensity and tenacity for hard work; that is, insight for 'roadmap' in achieving goals in the institutions. Identifying what lecturers want, which is to determine the value, worth, or merit of teaching as well as protect the students; reassure lecturers that they are doing good job, assure audiences interested in lecturer performance, make personnel decisions and shape further practice. Good lecturer evaluation has the potential to let the lecturer understand, in ways that he trusts, that he is doing a valuable, worthwhile, and needed job. Thus, beyond reassurance, credible evaluation data that focus on good teaching that already exists enhance lecturer job satisfaction, Owen in Rao (2008). Furthermore, the study will help school managers to identify the need to close every communication gap that exist within the school environment to ensure good atmosphere; bearing in mind that the lifeblood of every school organization is the process that links the individuals, the group, and the organization

e. It is hoped that the Ministry of Education (MOE) will make use of the findings of this study to check the excesses of school administrators as well as lecturers so as to improve the education system. It will sensitize both government and MOE to be aware of the need to employ leaders that are equipped with new strategies of management that can create positive working environment.
f. Finally, it is hoped that the findings of this study will serve as a tool to stimulate further related research; an important literature for students' research, and a valuable document in college library.

1.8. Scope of the Study

This study was carried out in the colleges of Education in the North-West Zone of Nigeria. The study was focused on the perceptions of stakeholders on the prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria. It was meant to explore the actual practices in the school setting. The perceived practices (management behaviour and employee behaviour with regards to teaching and learning) as mediated by school conditions are considered as the organizational climate under study. In other words, the managerial behaviour, which implies actions and inactions of the manager, which would bring reactions from subordinates, form the basis of this study. Meanwhile, the stakeholders covered by this study are the lecturers, non-academic and management staff in colleges of education. This is because the nexus of this study rests on the interactions between staff and management for goals achievement.

However, the North-West zone of Nigeria comprised 7 states namely; Kano, Jigawa, Kaduna, Katsina, Zamfara, Sokoto and Kebbi States. Colleges of education as tertiary institutions earmarked for this study was located in each of these states either as state owned or federal. The total number of Colleges of Education in the North-West Zone of Nigeria as of the time of this study was 13 and 5 of them were studied, since the number of staff was relatively large. Meanwhile, the lecturers, management and non-academic staff constituted the subjects of the study.

This sub-sector of educational institution was chosen for the study because College of Education provides direct manpower needs of the country. Hence, its quality which this research work was meant to improve determines to a large extent the quality of manpower needs for education sector in the labour market as well as providing bases for improvement of education at higher (University) level. Moreover, in Nigeria, school administration is relatively a young discipline and as such requires investigation of this nature to help enrich the school managers and academicians. The hope of the nation, which has led to its adoption of education as an instrument for national development would not be a mirage, as this study in tertiary educational organizations for knowledge creation becomes imperative.

The researcher did not cover all the Colleges of Education in Nigeria due to time factor and financial constraints, coupled with problem of logistics. Meanwhile, measures were taken to ensure that appropriate and adequate samples of subjects were drawn based on the characteristics of the study.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed literature relevant and related to the study. That is, the opinions and views expressed by eminent scholars concerning organizational climates in various organizations were reviewed. The review covered the following subheadings:

Conceptual Framework;

Perceptions;

Prevailing;

Organizational Climate;

Theoretical framework;

Organizational Climate Theory of Halpin and Croft;

Organizational Climate Views;

Types of Organizational Climate;

Characteristics of Organizational Climate;

Factors influencing Organizational Climate;

Developing a sound Organizational Climate;

Organizational Climate Vs Organizational Culture;

Managerial Effectiveness in Organizational Climate;

Prevailing Organizational Climate in Colleges of Education in North-West Zone of Nigeria;

Communication and Organizational Climates;

Components of Communication and organizational climate;

Impact of Communication in Organizational Climate;

Theories of Motivation and their Implication to Organizational Climate Management in Colleges of Education;

Modern Theories of motivation;

Factors that Motivate Workers in their Jobs and Influence Organizational Climate;

Empirical Studies;

Summary; and

Uniqueness of the Study

2.2 Conceptual Framework

This refers to the general knowledge of the concepts under study as they relate to the present study. It describes the variables of the study.

2.2.1 Perception

Perception, according to the Longman Dictionary of Contemporary English, Bullon (2007) is the way you think about something and your idea of what it is like. In other words, perception refers to the way one notice things with one's senses of sight, hearing, feelings, etc. It is the natural ability to understand or notice things quickly.

Therefore, perceptions in the context of this study refers to the ability of college-based stakeholders to understand the situations or happenings in the college as characterized by the behaviour of members in relation to specific events, conditions and procedures in the institution. In essence, perception is formed by the individuals in an organization as a result of personal experiences and how he or she feels the atmosphere of the organization. Ideally, the organizational climate research deals mainly with perceptions of members, or better still concentrates on the experiences which organizational climate produce in individuals. Hence, organizational climate could be perceived differently by various organizations depending on the outcome of management and employee behaviour as guaranteed by environmental conditions which culminates into positive or negative climate.

Consequently, the intuitive judgments of members of an organization as a result of perceptual ability provide basis for research into organizational behaviour. This study

was no exception because perception is of practical importance to the college executives for goal achievement generally and behaviour modifications in particular.

2.2.2 Prevailing

The Longman Dictionary of Contemporary English, Bullon, et al (2007) described prevailing as, existing or accepted in a particular time. In other words, prevailing implies current happenings or events. It is something happening now; or better put, most of the time in a particular area. Therefore, prevailing refers to something common at a particular place, or among a particular group of people.

However, this research topic was coined out of these words: Prevailing Organizational Climate, considering the fact that the climate of an organization can best be described at the present time by the members because it is liable to change over time. Hence, prevailing climate refers to current climate as perceived by members of the institution under study.

2.2.3 Organizational Climate

Organizational climate is a topic of increasing interest in the management literature. The concept: organizational climate is a generalized perception which people employ in thinking about and describing the organizations in which they work. Climate is an "umbrella term" in that it is a way of summarizing numerous specific or detailed perceptions in a small number of general dimensions. The initial interest in Organizational Climate usually is attributed to Kurt Lewin (1951), and his field theory of motivation, Ali and Patnaik (2014). Managers became more aware of the importance of Organizational Climate through the work of Halpin and Croft (1963), Litwin and others.

In fact, there are many different and competing definitions of organizational climate available in the literature which signifies the concept in varied perspectives. Organizational climate may be defined as the shared perceptions of organizational policies, practices, and procedures; and indicates what the individuals require to gain from their work place, James et al (2008), McMurray et al (2010). Similarly, organizational climate, defined as the way in which organizational members perceive and characterize their environment in an attitudinal and value-based manner. It has been asserted as an important and influential aspect of satisfaction and retention, as well as institutional effectiveness, Verbeke, Volgering, and Hessels (1998) in Ali and Patnaik

(2014). Organizational climate has been described as collective perception of the work environment by the individuals within a common system, and climate, as such, is a stable organizational characteristic that is maintained overtime and which gains considerable inertia as generations of workers come and go, Calahane and Sites (2008). Organizational climate is a relatively ending quality of the internal environment that is experienced by the members, influences their behaviour and can be described in terms of values of a particular set of characteristics of the organization. Organizational climate is the set of characteristics that describe an organization and that (a) distinguish one organization from other organizations; (b) are relatively enduring over time and (c) influence the behaviour of the people in the organization, Ali & Patnaik (2014).

An organization's climates are the concepts people share about the organization. Therefore, as concepts, climate perceptions are meaningful abstractions of sets of cues, the cues being the many specific events, conditions, practices, and procedures that occur in the daily life of an organization. As concepts, climate perceptions help individuals reduce information overload and function as frameworks against which people identify behaviours that will adapt them to their situation. Litwin (2001) in Ali and Patnaik (2014) defined organizational climate as "a group of measurable characteristics that members could perceive directly or indirectly in the work environment," and, as a description of environmental factors, it could help researchers ascertain the effects of environment on employee motivation. On the other hand, Patterson, Warr & West (2004) quoting Denison described climate as 'those aspects of the social environment that are consciously perceived by organizational members'. Organizational climate research could be said to concentrates on the experience which culture and/or other organizational circumstances produce in individuals. Thus, climate is comparatively close to experience, and is superficial and readily accessible. Hence, it concerns attitudes rather than (deeper) values.

However, the concept of organizational climate of the organizations and other variables, including job satisfaction of the employees and their performance, began to emerge in the early 1960's with the work of Halpin and Croft (1963) in Raza (2010), in this area. The exercise of refinement and modification of the instrument was carried on by his followers in the field and took into account the relationship of organizational climate and other variables, as organizational effectiveness, administrative styles, teachers' morale, leadership behavior, age, professional qualifications, job involvement,

diffusion of innovations, quality of school life, social maturity of pupils and teacher effectiveness. Even though a handful of researches have been done with regard to organizational climate (Adeniji, 2011; Thompson, 2005; Allen, 2003; Volkwein and Zhou, 2003; and Johnsrud, Heck and Rosser, 2000), there is little or a lack of study carried out concerning organizational climate among Colleges of Education organizations' management staff, specifically in Nigeria.

2.2.3.1 Open Organizational Climate

An open climate describes the openness and authenticity of interaction that exists among the college management staff, lecturers, non-academic staff, students and others. Hoy and Sabo in Selemat, (2013) stated that an open climate reflects the school managers (provosts) and lecturers' cooperativeness, supportive and receptive attitudes to each other's ideas and their commitment to work. The provost shows genuine concern for lecturers, motivates and encourages staff members, gives the staff professional support to carry out their duties in the best way they know, and does not allow routine duties to disrupt lecturers' instructional responsibilities. They care, respect and help one another as colleagues and even at a personal level.

2.2.3.2 Autonomous Organizational Climate

Autonomous climate portrays an atmosphere where lecturers are given a good measure of freedom to operate in the institution. The school manager models enthusiasm and diligence. Lecturers, non-academic staff and students are happy. There is no external threat or influence. Lecturers and non-academic staff have great desire to work and students are highly motivated to learn.

2.2.3.3 Controlled Organizational Climate

Hard work is the major characteristic of the controlled climate. The school manager often employs a direct approach, keeps his/her distance from lecturers, non-academic staff, students and parents in order to avoid familiarity. It is task-oriented and portrays autocratic leadership style. Provost is concerned with task accomplishment at the expense of social needs of the workers.

2.2.3.4 Familiar Organizational Climate

Familia**r** climate depicts a laissez-faire atmosphere. The school manager is concerned with maintaining a friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of lecturers are not committed to their primary assignment. Some who are committed resent the way the provost runs the college; they do not share the same views with the provost and their colleagues. As a result, those who are not committed form a clique because they share the same attitude and they become friends. Familiarity between the provost and lecturers is so much that the college work suffers.

2.2.3.5 Paternal Organizational Climate

Paternal climate depicts an atmosphere where the provost is very hard-working, but, has no effect on the staff; to them, hard work is not a popular term. There is a degree of closeness between the provost and teachers, but the provost's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the provost. Often students cannot express their difficulties or problems with boldness and parents visit the college only when it is absolutely necessary.

2.2.3.6 Closed Organizational Climate

Closed climate represents the 'antithesis of the open climate'. The main characteristic of this type of climate identified by Halpin (1966) is lack of commitment and/or non-productivity. There is no commitment, especially on the part of the college manager and lecturers. The college manager is rigid and controlling, inconsiderate, unsupportive and unresponsive. Consequently, most lecturers are frustrated, ineffective, and show lack of respect for the college manager.

2.3 Theoretical Framework

The researcher reviewed theories that are relevant to this study; and which provide backup and frame of reference to the present study. The present study on the prevailing organizational climate in the colleges of education draws attention on the social interactions among members of the college in which motivation and communication also play key roles on the behaviours of both managers and employees.

2.3.1 The Organizational Climate Theory of Halpin and Croft

Halpin and Croft (1963) conducted a study on organizational climate of schools. They carried out a study that permitted them to portray the 'Organizational Climate' of an elementary school. To them, the organizational climate can be construed as the organizational 'Personality' of a school; figuratively, 'Personality is to the individual what 'Climate' is to the organization. Their study provided a good theoretical knowledge about the nature of organizations.

The impetus for their research came from the common, though obvious, observations that schools vary considerably in their organizational climates. They pointed out, paraphrasing, that, as any teacher or school executive moves from one school to another he or she no doubt is struck by the differences he or she encounters in organizational climates. They remarked, 'You don't have to be in a school very long before you feel the atmosphere of the place', Halpin and Croft (1963); and that the domain of variables to which these intuitive judgments refer is of practical importance to school executives.

In the process of gathering materials for the instrument used in their study, named, Organizational Climate Description Questionnaire (OCDQ), they identified that an essential determinant of a school's 'effectiveness' as an organization is the principals ability – or his lack of ability – to create a 'Climate' in which he, and other group members can initiate and consummate acts of leadership. The underlying assumption of the theory was that a 'desirable' organizational climate is one in which it is possible for leadership acts to emerge easily. In other words, if an organization is to accomplish its tasks, leadership acts must be initiated. They started with a bank of approximately 1000 items, which were tested, analyzed and delineated by factor-analytic methods until the instrument (OCDQ) developed, with 64 items which were assigned to eight subtests. Four of these subtests were primarily concerned with characteristics of the group as a group, the other four to characteristics of the principal as a leader.

Therefore, drawing from the views of Halpin and Croft, the four dimensions of school managers' leadership behaviour are aloofness, production emphasis, thrust and consideration while the four dimensions of teachers' behaviour are disengagement, hindrance, esprit and intimacy. All of these dimensions served as organizational climate measurement. That is, four of the subtests pertain primarily to characteristics of the

group as a group, the other four to characteristics of the principal as a leader; and are described below:

Teachers' behaviour

1. Disengagement: indicates that the teachers do not work well together. They pull in different directions with respect to the task; they gripe and bicker among themselves.
2. Hindrance: refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy work.
3. Esprit: refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at the same time enjoying a sense of accomplishment in their job.
4. Intimacy: refers to the teachers' enjoyment of friendly social relations with each other.

Principal's Behaviour

5. Aloofness: refers to behavior by the principal which is characterized as formal and impersonal. He 'goes by the book' and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation.

6. Production Emphasis: refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and task-oriented.

7Thrust: refers to behavior marked not by close supervision of the teacher but by the principal's attempt to motivate the teachers through the example which he personally sets. He does not ask the teachers to give of themselves anything more than he willingly gives of himself; his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

8. Consideration: refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly", to try to do a little something extra for them in human terms.

Profiles of Organizational Climates

From the scores on these eight subtests they then constructed, for each school, a profile which depicts the school's Organizational Climate. By comparing the profiles of different schools they can identify the distinguishing features of their respective Organizational Climates.

They factor analyzed the profiles for the 71 schools studied to determine whether the profiles themselves would constellate in a fashion that would allow them to differentiate "meaningful" types of Organizational Climates.:

They were able to discriminate six organizational Climates, and found that these could be ranked in respect to the school's score on Esprit. The social interactions which characterize these six climates are summarized below:

1. The Open Climate describes an energetic, lively organization which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. The members are preoccupied disproportionately with neither task achievement nor social needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the "authenticity" of the behaviour that occurs among all the members.
2. The Autonomous Climate is described as one in which leadership acts emerge primarily from-the group. The leader exerts little control over the group members; high Esprit results primarily from social.-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.
3. The Controlled .Climate is characterized best as impersonal and highly task-oriented. The group's behaviour is directed primarily towards task accomplishment while relatively little attention is given to behaviour oriented to social needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behaviour, because the group is disproportionately preoccupied with task achievement.
4. The Familiar Climate is highly .personal, but under controlled. The members of this organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, Esprit is not

extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behaviour within this climate can be construed as "inauthentic".

5. The Paternal Climate is characterized best as one in which the principal constrains the emergence of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, Esprit among the members is low.
6. The Closed Climate is characterized by a high degree of apathy on the part of all members of the organization. The organization is not 'moving'. Esprit is low because the group members secure neither social-needs satisfaction nor the satisfaction that comes from task achievement. The members' behaviour can be construed as "inauthentic"; indeed, the organization seems to be stagnant.

Halpin and Croft in their study of organizational climate went further to compare the two extremes of the six climates identified, which are Open and Closed climates. They extracted three factors from the analysis of the profiles and found three corresponding parameters that were useful in conceptualizing the patterns of social interaction (i.e., the organizational climate) that occur within elementary schools thus:

i. Authenticity: The "authenticity," or "openness" of the leaders' and the group members' behaviour.
ii. Satisfaction: The group members' attainment of conjoint satisfaction in respect to task accomplishment and social needs.
iii. Leadership Initiation: The latitude within which the group members, as well as the leader can initiate leadership acts.

2.3.2 Organizational Climate Views

Organizational climate theories stem from the research concerning organizational management, and have evolved in the pursuit of effective management theory. Several principles combined to provide an outline for the development of an effective

organizational climate. The major themes in the literature suggest supporting teamwork, developing an enabling culture, and developing a shared vision to create an effective organizational climate. Researchers in organizational behaviour have long been interested in understanding employees' perception of the work environment and how these perceptions influence individuals' work-related attitudes and behaviours. Early researchers suggested that the social climate or atmosphere created in a workplace had significant consequences- employees' perceptions of the work context purportedly influenced the extent to which people were satisfied and performed up to their potential, which in turn, was predicted to influence organizational productivity, Katz and Kahn (2004), McGregor (2000). The construct of climate has been studied extensively and has proven useful in capturing perceptions of the work context, Denisson (2006), Ostroff, Kinicki and Tamkins (2007). Climate has been described as an experientially based description of the work environment and, more specifically, employees' perceptions of the formal and informal policies, practices and procedures in their organization, Schneider (2008). An important distinction has been made between psychological and organizational climate, James and Jones (2004). Individual's own perceptions of the work environment constitute psychological climate at the individual level of analysis; whereas, organizational climate has been proposed as an organizational or unit-level construct. When employees within a unit or organization agree on their perceptions of the work context, unit-level or organizational climate is said to exist, Jones and James (2004), Joyce and Slocum (2004). A large number of studies have consistently demonstrated relationships between unit or organizational climate and individual outcomes such as performance, satisfaction, commitment, involvement and accidents, Ostroff et al (2007).

While past researches had greatly contributed to our understanding of relationships between psychological climate and a diverse set of individual-level criteria, there are two key limitations inherent in this work. Firstly, studies have tended to focus on either psychological or organizational climate on individual outcomes. This is an important omission because employee attitudes may not only be influenced by one's personal perceptions of the work environment but also by the shared perceptions of co-workers. The study of emergent processes suggests that a work group's shared perceptions might influence individual attitudes above individual perceptions of the work environment, Kozlowski and Klein in Ali and Patnaik (2014). Secondly, research has

increasingly examined a global index representing a single strategically focused climate (e.g a climate for service or a climate for safety) or has focused on a set of climate dimensions, Ostroff et al (2007). Examining single dimensions or a set of independent dimensions of climate ignores the broader context in which they are operating. This is a limitation because it may be useful to examine multiple dimensions of climate together, as a system. Different organizational attributes are likely to mutually reinforce one another, making the total effect greater than the sum of individual dimensions, Bowen and Ostroff (2004). Again, there have been several approaches to the concept of climate of which two in particular have received substantial patronage (1) the cognitive scheme approach and (2) the shared perception approach. The first approach regards the concept of climate as an individual perception and cognitive representation of the work environment – meaning from this perspective, climate assessments should be conducted at an individual level. The second approach emphasizes the importance of shared perceptions as underpinning the notion of climate, Whitley (2002).

In view of the above, organizational climate comprises of cognate sets of attitudes, values and practices that characterize the members of a particular organization. Xaba in Adeniji (2011) defined organizational climate as consciously perceived environmental factors subject to organizational control. Low in Raza (2010) explained the term climate to describe the attitudes, feelings and social process of organizations. According to him, climate in this view falls into three major and well-known leadership styles: autocratic, democratic, and laissez–faire. Organizational climate could be seen as a set of attributes, which can be perceived within a particular organization, department or unit. The behavioural science literature is replete with theories and empirical research focusing on employee behaviour as a function of the simultaneous variation in both organizational dimensions and individual characteristics, Hellriegel et al in Adeniji (2011). Apparently neither individual organization dimensions (climate) nor individual characteristics (job satisfaction, tension, role clarity), by themselves, explained a substantial amount of the observed variation in job satisfaction or organizational effectiveness criteria. The relationship of organizational climate to individual behaviour often emphasizes the role of employee perceptions of these dimensions as intervening variables, Schneider (2008).

Likert‘s approach to the study of organizations illustrates the importance of employee perceptions, e.g. his interaction – influence mode/relates causal, intervening

and end-result variables, Locke and Likert in Selemat et al (2013). Causal variables like climate dimensions and leadership techniques interact with personality to produce perceptions, and it is through assessment of these perceptions that the relationship between causal and end-result variables may be analyzed. Several studies have focused on perceptually based measures of climate dimensions and job satisfaction, Friedlander and Margulies, in Selemat, (2013), using perception data from an electronics firm, studied the multiple impacts of organizational climate components and individual job values on workers satisfaction. They found that climate had the greatest impact on satisfaction with interpersonal relationships on a job, a moderate impact upon satisfaction with recognizable advancement in the organization, and relatively less impact upon self-realization from task involvement. Pritchard and Karasick (1993) studied 76 managers from two different industrial organizations. They found climate dimensions to be moderately strongly related to such job satisfaction facets as security working conditions and advancement opportunities. Schneider in Gul (2008) surveyed bank customers and learnt that their perception of the bank‘s climate was related to a form of bank switching (customer dissatisfaction). Customers who perceived their bank‘s climate negatively tended to switch banks more frequently than did those who perceived their banks as having a customer–employee centred atmosphere. Some behaviourists have proposed that organizational climate can be perceived by employees within an organization, Payne et al (2008), Schneider (2008). In forming climate perceptions, the individual acts as an information processor, using information from: (a) the events occurring around him and the characteristics of the organization, and (b) personal characteristics, e.g. needs. Thus, it is clear that perceptions emerge as a result of the activities, interactions and experiences of the individual, Pruden , Schwab et al in Adeniji (2011). To Pruden, organization climate means — the set of characteristics that describe an organization and that: (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behaviour of people in the organization.

Litwin and Stringer (1978) considered this definition deficient in terms of individual perceptions, noting that the climate of an organization is interpreted by its members in ways, which impact their attitude and motivation and thus proposed the following: Organizational climate is a relatively enduring quality of the internal environment of an organization that: (a) is experienced by its members, (b) influences

their behaviour and (c) can be described in terms of the values of a particular set of characteristics (of attributes) of the organization. Churchill, Ford and Walker (1994) focused on the properties of climate and offered a definition based upon a review of the factors that might contribute to climate in an organization:

Climate might be defined as a set of attributes specific to a particular organization that may be induced from the way that organization deals with its members and its environment. For the individual member within the organization, climate takes the form of a set of attributes and expectancies, which describe the organization in terms of both static characteristics (such as degree of autonomy) and behaviour – outcome and outcome – outcome contingencies. However, these definitions have some common elements. Organizational climate is usually considered to be a molar concept in the same sense that a particular organization, while certainly not unchanging, nevertheless has an air of permanence or at least some continuity over time.

The phenomenon, climate is external to the individual, yet cognitively the climate is internal to the extent that it is affected by individual perceptions. Climate is reality-based and thus is capable of being shared in the sense that observers or participants may agree upon the climate of an organization or group, although this consensus may be constrained by individual differences in perceptions. Thus, commonality of perceptions is considered by some researchers to differentiate climate from other organizational variables such as satisfaction.

The climate of an organization potentially impacts the behaviour of people in the system. Agho et al in Raza (2010) defined organizational climate as a conglomerate of attitudes, feelings and behaviours that characterize life in an organization. Most authors seem to assume that the organizational climate is important due to its potential to influence different organizational and psychological processes. Communication, problem solving, decision-making, learning and motivation can all be affected by the organizational climate. This in turn might have impact on the effectiveness and productivity of the organization as well as the work environment and employee well being in the workplace, Agho et al in Raza (2010). Booyens (1998) defined organizational climate as the employees' subjective impressions of the organization in which they work. Also, Moorhead and Griffin (1998) see organizational climate as referring to current situations in an organization and the linkages among work groups

and their performance. According to this statement, organizational climate is seen as having current situations that are taking place in the organization and current situations can influence employees' performance, depending on how these employees view their current situation in organizations as positive or negative, e.g. unfair labour practices. Employees can thus view their current situations in organizations as positive or negative. Their views will depend on how they perceive their organizational climate. Moorhead & Griffin in Ali and Patnaik (2014) admitted that management can manipulate the climate but it will affect the behaviour of employees in turn.

From the definitions above, employees interacting with each other can also reveal the climate of the organization. If there are no good linkages between workgroups, the climate will be full of conflict, poor communication and lack of commitment and understanding among groups. Organizational climate can have positive and negative effects on employees. A climate that does not promote communication upwards, downwards and laterally would lead to fear of expression of ideas and opinions. Absence of an open-door policy (situations where employees are not allowed to come to the manager with anything that is bothering them) can also have negative effects on the climate.

In view of the literature so far reviewed, this study supports the view of Litwin and Stringer considering the collective perception of the organization rather than individualized view point. Based on this premise, this study is focused on group perception of lecturers, management and non-academic staff in Colleges of Education in North -West Zone of Nigeria with regards to the prevailing organizational climate. In addition, the researcher in line with Moorhead and Griffin(1998); Keuter, Byrne, Voell and Larson (2000) see organizational climate as a set of measurable properties of the work environment perceived directly or indirectly by the people who worked in the environment and assumed to influence their motivation and behaviour. These authors see organizational climate as influential to the behaviour of employees in an organization. Thus, the researcher agrees that organizational climate is capable of influencing different organizational and psychological processes such as communication, problem solving, decision making, learning and motivation. This invariably affects productivity and organizations effectiveness.

2.3.2.1 Types of Organizational Climate

Some researchers classify organizational climate in different ways. Furnham and Gunter (1997) consider organizational climate to be positive or negative. The positive organizational climate encourage workers to perform up to their potentials; while, negative organizational climate portrays atmosphere of poor commitment to duty and general dissatisfaction among workers.

Hodgetts classified organizational climate into two major categories: OVERT and COVERT. The OVERT has the following factors: hierarchy, financial resources, goals of organization, skills and abilities of personnel, technological state, performance standards and efficiency measurement. On the other hand, COVERT factors include: attitudes, feelings, values, norms, interaction, supportiveness and satisfaction. He used an analogy of an iceberg where there is a part of the iceberg that can be seen from the surface, signifying the OVERT; while the invisible part referred as COVERT. In his opinion, the OVERT factors are visible and can be measured while the COVERT factors are not quantifiable.

However, the classification of organizational climate by Halpin and Croft (1963) in Raza (2010) is of interest to this present study. Their six distinct organizational climate types include: Open, Autonomous, Controlled, Familiar, Paternal and Closed. The details of these climate types are explained thus:

1 An **open climate** describes the openness and authenticity of interaction that exists among the school manager, teachers, students and parents. An open climate reflects the school managers (provosts) and teachers' cooperatives, supportive and receptive attitudes to each other's ideas and their commitment to work. The provost shows genuine concern for lecturers, motivates and encourages staff members, gives the staff freedom to carry out their duties in the best way they know, and does not allow routine duties to disrupt teachers' instructional responsibilities. They care, respect and help one another as colleagues and even at a personal level.

2 **Autonomous** climate portrays an atmosphere where teachers are given a good measure of freedom to operate in the institution. The school manager models enthusiasm and diligence. Both teachers and students are happy. There is no

external threat or influence. Teachers have great desire to work and students are highly motivated to learn.

3 **Controlled** climate: Hard work is the major characteristic of the controlled climate. The school manager often employs a direct approach, keeps his/her distance from teachers, students and parents in order to avoid familiarity.

4 **Familiar** climate depicts a laissez-faire atmosphere. The school manager is concerned about maintaining a friendly atmosphere at the expense of task accomplishment. Thus, a considerable percentage of teachers are not committed to their primary assignment. Some who are committed resent the way the provost runs the college; they do not share the same views with the provost and their colleagues. As a result, those who are not committed form a clique because they share the same attitude and they become friends. Familiarity between the provost and teachers is so much that the college work suffers.

5 **Paternal** climate depicts an atmosphere where the provost is very hard-working, but has no effect on the staff; to them, hard work is not a popular term. There is a degree of closeness between the provost and teachers, but the provost's expectation from teachers is rather impractical. All the same, he/she is considerate and energetic, but his/her leadership approach is benevolently autocratic. As a result, most teachers, students and parents prefer to maintain distance from the provost. Often students cannot express their difficulties or problems with boldness and parents visit the college only when it is absolutely necessary.

6 **Closed climate** represents the 'antithesis of the open climate'. The main characteristic of this type of climate identified by Halpin (1966) in Raza (2010) is lack of commitment and/or non-productivity. There is no commitment, especially on the part of the school manager and teachers. The school manager is rigid and controlling, inconsiderate, unsupportive and unresponsive.

2.3.2.2 Characteristics of Organizational Climate

The nature of organizational climate will be clear from the following characteristics:

1. General Perception: Organizational climate is a general expression of what the organization is. It is the summary perception which people have about the organization. It conveys the impressions people have of the organizational internal environment within which they work.
2. Abstract and Intangible Concept: Organizational climate is a qualitative concept. It is very difficult to explain the components of organizational climate in quantitative or measurable units.
3. Unique and Distinct Identity: Organizational climate gives a distinct identity to the organization. It explains how one organization is different from other organizations.
4. Enduring Quality: Organizational climate built up over a period of time. It represents a relatively enduring quality of the internal environment that is experienced by the organizational members.
5. Multi-Dimensional Concept: Organizational climate is a multi- dimensional concept. The various dimensions of the organizational climate are individual autonomy, authority structure, leadership style, pattern of communication, degree of conflicts and cooperation etc.

2.3.2.3 Factors Influencing Organizational Climate:

Organizational climate is a manifestation of the attitudes of organizational members towards the organization. Researchers have used the data relating to individual perception of organizational properties in identifying organizational climate. Even in this context, there is a great amount of diversity.

Litwin and Stringer have included six factors which affect organizational climate. These factors are**:**

i. Organizational Structure: Perceptions of the extent of organizational constraints, rules, regulations, red tape,

ii. Individual Responsibility: Feeling of autonomy of being one's own boss,

iii. Rewards: Feelings related to being confident of adequate and appropriate rewards,

iv. Risk and Risk Taking: Perceptions of the degree of challenge and risk in the work situation,

v. Warmth and Support: Feeling of general good fellowship and helpfulness prevailing in the work setting.

vi. Tolerance and Conflict: Degree of confidence that the climate can tolerate, differing opinions.

Schneider and Barlett gave a broader and systematic study of climate dimensions. They include the following factors:

i. Management Support,
ii. Management Structure.
iii. Concern for new employees
iv. Inter-agency conflict,
v. Agent dependence and
vi. General Satisfaction

Taguiri has identified five factors influencing the organizational climate on the basis of information provided by managers. These are:

i. Practices relating to providing a sense of direction or purpose to their jobs - setting of objectives, planning and feedback,

ii. Opportunities for exercising individual initiative,

iii. Working with a superior who is highly competitive and competent,

iv. Working with cooperative and pleasant people,

v. Being with a profit oriented and sales oriented company.

Katz et al. have identified five factors which affect individual performance in organization;

i. Rules orientation,
ii. The nurturance of subordinates,

iii. Closeness of Supervision,

iv. Universalism,

v. Promotion-achievement orientation.

James and Jones have classified the following factors that influence organizational climate:

a. Organizational Context: Mission, goals and objectives, function etc.

b. Organizational Structure: Size, degree of centralization and operating procedures.

c. Leadership Process: Leadership styles, communication, decision making and related processes.

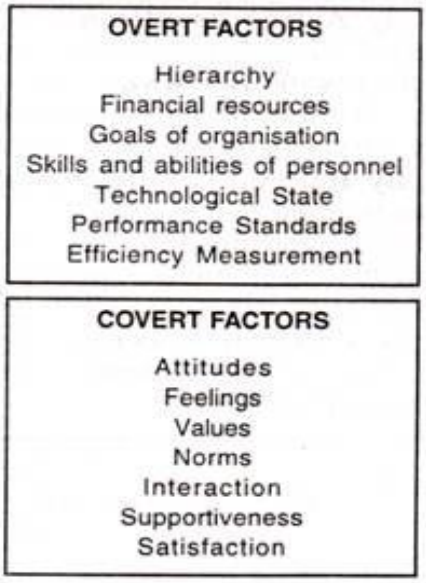
d. Physical Environment: Employee safety, environmental stresses and physical space characteristics.

e. Organizational Values and Norms: Conformity, loyalty, impersonality and reciprocity.

Richard M. Hodgetts has classified organizational climate into two major categories. He has given an analogy with an iceberg where there is a part of the iceberg that can be seen from the surface and another part that is under the water and cannot be seen. The factors in the visible part that can be observed and measured are called OVERT factors and the factors that are not visible and quantifiable are called COVERT factors.

Both these factors are shown in the following figure in the form of an iceberg**:**

Figure 1: OVERT and COVERT Classification of Organizational Climate



Source: Hodgetts, R. M. (Retrieved, 2015).

The results of the above studies show that it is very difficult to generalize the basic contents of organizational climate, based on these studies. However, some broad generalizations can be drawn and it can be concluded that four basic factors are somewhat common to the findings of most studies. These factors are:

(i) Individual autonomy,

(ii) The degree of structure imposed upon the position,

(iii) Reward Orientation,

(iv) Consideration, warmth and support.

Another common factor can be in respect of conflict and cooperation. But this factor is used in different perspectives by different people.

2.3.2.4 Developing a Sound Organizational Climate:

To develop a sound organizational climate is a long term proposition. Organizational climate depends upon the organizational behaviour system. The organizational climate should represent the goals and philosophies of those who join together to create the organization. The type of climate that an organization seeks is

contingent upon the type of people it has, the type of technology, level of education and expected actions of people in it.

The following techniques are generally helpful in improving the climate of the organization:

1. Effective Communication System: There should be a two way communication in the organization so that the employees know what is going on and react to it. The manager can modify his decision on the basis of feedback received. Therefore, communication should be upward, downward and lateral.

2. Concern for People: The management should be interested in the development of workers. It should work for the welfare of employees and an improvement in their working conditions. For developing a sound organizational climate, the management should have to show concern for the people; as much as possible because their personal goals also influence their behavior.

3. Participative Decision Making: The management should involve the employees in decision making process, particularly those decisions which are related to goal setting and affect them. Participative decision making will make the employees committed to the organization and more cooperative also.

4. Change in Policies, Procedures and Rules: The organizational climate can also be changed by making changes in the policies, procedures and rules. It is a time consuming process but the changes will also be long lasting if the workers see the changes in policies, procedures and rules as favourable to them. So, whatever change or policy that might be introduced the employees' viewpoint should matter.

5. Technological Changes: Generally, the workers and employees resist any innovative changes. But where technological changes improve the working conditions of the employees, the change will be easily accepted. Better climate will be there if the management adopts innovative changes in consultation with the employees.

However, all the above factors are contingent upon the assumptions of the nature of people in general. For example, the ECONOMIC MAN is basically motivated by

money and economic security and hence, economic factors may be used to attract and motivate him. For a SOCIAL MAN positive social relations and interactions are a must. Thus, the creation of a climate where happy family atmosphere prevails is appropriate for him. The self actuating man seeks achievement, accomplishment and meaning in what he does. The organizational climate with a certain degree of freedom is appropriate for him.

Thus, in order to build up a sound organizational climate, management must understand the people in the organization. The importance must be given to what motivates people's performance in general and building an overall climate conducive to motivation, a keen insight into the individual in particular and tailoring a personal approach to leadership and job design to which the man will respond with commitment. The different types of people suggest that there cannot be any all purpose organizational climate.

6. Participation and Organizational Climate:

As has been emphasized earlier also, participation is a very effective tool to develop sound organizational climate. Thus, every organization can make an attempt to develop organizational climate based on participation. Participation is based on democratic value of organizational life. Bennis has given some basic features of democracy as applied to organizational life. According to him, democracy is basically a system of values. These values include:

a. Full and free communication regardless of rank and power.

b. A reliance on consensus rather than on the more customary forms of coercion or compromise to manage conflict.

c. The idea that influence is based on technical competence and knowledge than on the vagaries of personal whims or prerogative of power.

d. An atmosphere that permits and even encourages emotional expression as well as task oriented acts.

e. A basically human bias, one which accepts the inevitability of conflict between the organization and the individual but which is willing to cope with and mediate in this conflict on rational grounds.

To summarize, one can say that there are three important ideas in this concept of participation:

i. Mental and Emotional Involvement: The basic feature of participative system is that there should be mental and emotional involvement of the employees in the administration of the organization. This involvement is psychological rather than physical. A person who participates is ego involved rather than merely task involved. If there is no psychological involvement of the employees, the participation is no participation but just a manipulation. In such a situation, the manager tries to make people think that they are participating and having an influence, while in reality they are not.

ii. Acceptance of Responsibility: A second important characteristic of participation is that people are encouraged to accept responsibility. Since people are mentally and emotionally involved in decision making, they have to undertake responsibilities also. Thus, they become both decision makers and executors. This is a social process by which people become involved in an organization and want it to work successfully. When people want to do something, they will find a way. Under participative conditions people perceive managers as supportive contributors to the team. Employees are ready to work actively with managers, rather reactively against them.

iii. Motivation to Contribute: Participation motivates people to contribute to the situation. They are given opportunities to use their initiative and creativity towards the objectives of the organization. Participation uses the creativity of all persons, thereby all of them contribute something in decision making. Contribution is different from consent because in consent, the person only confirms what has already been decided. By a consent means that one does not contribute to decision making, rather he or she merely approves what has been decided by others. Thus, positive organizational climate is important for the smooth running of the organization in order to promote a high level performance and satisfaction among employees. The management has the duty to make sure that the workplace climate is always positive to prevent job dissatisfaction among employees and create a sense of well-being. The management can take certain

actions to change the environment. Booyens in Adeniji (2011) identified actions that can be utilized by the management to create a positive organizational climate.

- The development of the organization‘s vision, mission statement, goals and objectives can influence the management to promote a positive climate that allow full use of input from the employees in the implementation of these factors. By allowing them to participate will make them feel highly motivated to develop a sense of belonging and this becomes their organizational goal attainment.
- By establishing trust and openness between the management and the employees through communication including frequent feedback in an organization, would help in keeping morale high. Through communication, employees can raise problems that they encounter in the workplace as well as problems relating to them as individuals. Prompt feedback can thus help employees to know their strengths and weaknesses so that they can improve their performance.
- Practice of an open-door policy. Communication improves interpersonal relationships between managers and their subordinates. Communication can be promoted upwards, downwards and laterally. This can be achieved by encouraging free expression of ideas, constructive criticism and opinions. Thus, employees should be allowed to express their views freely.
- Provision of workable career ladder. Management should provide promotion opportunities for their employees. This will help the management identify employees with exceptional performance to promotion to higher positions, which will spur them for higher achievement in their units.

Lockburn and Terry (2004) support Booyen‘s view as he also indicated that development of organizational goals, openness through communication and the provision of opportunities for growth and an adequate career ladder will promote positive organizational climate. McNeese–Smith (1999) reported in her study that academics indicated that they become more productive when the atmosphere in the organization is pleasant, and enjoy working where the employer helps them to do their best.

2.3.2.5 Organizational Climate vs. Organizational culture

There is a close and sometimes ambiguous relationship between organizational culture and climate which has often been overlooked in the literature, Schneider, Ryder

and Southey in Ali & Patnaik (2014). Lunenburg and Ornstein (2012) defined organizational climate as the total environmental quality within an organization and which may be expressed by such adjectives as open, bustling, warm, easygoing, informal, cold, impersonal, hostile, rigid, and closed. They reiterate that theorists refer to organizational culture and climate as overlapping concepts, where organizational culture has its roots in sociology and anthropology, whereas organizational climate is rooted in psychology. According to Barker (1994), there was evidence that the two terms have frequently been used synonymously. Despite the large number of studies into climate, attempts to define the construct in a way that differentiates it from culture have proven problematic, Field and Ableson in Ali and Patnaik (2014). Organizational climate is a reflection of the way people perceive and come to describe the characteristics of their environment, and organizational culture reflects the way things are done in an organization. The two concepts are interrelated and sometimes used interchangeably; but from the researcher's point of view climate is embedded in culture; and reflect behaviour that can be perceived and assessed.

The concept of organizational climate is, however, a contested one, Verbeke, Volgering and Hessels (1998); and is often conflated with the concept of organizational culture, Schneider, Brief and Guzzo (1996). In line with this view, Alvesson and Berg (1992) stated that a "considerable proportion of what is currently regarded as corporate culture could benefit from being characterized as corporate climate instead". Moran and Volkwein (1992) argue that while culture and climate are distinctly identifiable elements within organizations, there is some overlap between the two terms. Culture is widely understood to be made up of a collection of fundamental values and belief systems which give meaning to organizations. In this respect it is argued to be a more implicit concept than organizational climate, which consists of more empirically accessible elements such as behavioural and attitudinal characteristics, O'Driscoll and Evans in Adeniji (2011).

Organizational culture can be defined as: a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems, Shein (2004). Another definition for organizational culture is that it is an active, living phenomenon through which people jointly create and recreate the worlds in which they live, Morgan in Ali and Patnaik (2014). Elements of organizational culture

may include fundamental assumptions, values, behavioural norms, patterns of behaviour and artifacts.

- *Fundamental assumptions* are unconscious beliefs that members share about their organization and its relationships to them (Like the lens of your eye, you cannot see fundamental assumptions but they affect everything you see). They are also taken for granted aspects, not conscious, hard to change.
- *Values* are goals, priorities, preferred results, feelings and beliefs about what's good or right. What organizations prize as most important in terms of their accomplishments and performance is what they value. Fundamental assumptions are manifested in values e.g. 'organization as a family' leads to values emphasizing 'relationships'. Values determine which norms are followed when.
- *Norms* are socially constructed preferences, group expectations about how things should be done, beliefs about appropriate and inappropriate ways to do work and relate to others or what it takes to fit in, be accepted by members. Behavioural norms are often performance terms in a work group's normative contract e.g. Good employee: cooperation, attention to detail, etc.
- *Patterns of behaviour* are observable and repeated practices, shared ways of interacting, approaching a task, shared ways of responding to something new.
- *Artifacts* are visible objects, actions, stories that represent the culture, physical and symbolic ways in which culture is communicated, Rousseau in Selmat et al (2013). The elements of artifacts may include: Visible objects, actions, stories that represent the culture, Rites, rituals, ceremonies, stories, myths, legends, symbols, metaphors and language, Morgan (1997).

A further distinction between the two lies in the contention that the climate of an organisation consists, essentially of shared perceptions, whereas the culture of an organisation is made up of shared assumptions, Ashforth in Ali and Patnaik (2014). In a similar vein, Moran and Volkwein (1992) have suggested that climate consists of attitudes and values alone, whereas culture exists as a collection of basic assumptions, in addition to attitudes and values. Thus, keeping in view the importance of distinctive characteristics of organizational climate and organizational culture, these two variables have been taken as separate independent variables whereby organisational climate was used to analyze the prevailing climate in relation to employees' job performance and

managerial behaviour among managers of colleges of education in north-west geographical zone of Nigeria.

Therefore, organizational climate differs from organizational culture. Organizational climate is the feeling that is conveyed by the physical layout, the way participants interact and the members of the organization conduct themselves with customers or other outsiders. It therefore, emphasizes interaction among employees since people can see for themselves if the climate of the organization is positive or negative by looking at how the employees of that institution interact with each other. On the other hand, organizational culture is the customary way of thinking and behaving that is shared by all members of the organization and must be learned and adopted by newcomers before they can be accepted in the organization. This implies culture can be learned, shared and transmitted. It is also a combination of assumptions, values, symbols, language and behaviour that manifest the organization's norms and values. Managers transmit organizational culture to all members of the organization so that they are sure that all employees have the same understanding of their culture; thereby they are expected to internalize the organizational culture so that they all function at the same level.

Bunker and Wijnberg in Gul (2008) view organizational climate differently from the other authors. They see it as a generalized perception of the organization that the person forms as a result of numerous experiences in the workplace. From this definition, it can be deduced that organizational climate comprises different meanings to different employees working in a particular situation because each employee attaches different meaning to different situations. Climate, then, can influence the behaviour of people found within the organization. For instance, an employee experiencing job dissatisfaction may absent himself or herself from the workplace. Not only that, Keuter, Byrne, Voell and Larson (2000) support Bunker and Wijnberg in that they see organizational climate as a set of measurable properties of the work environment perceived directly or indirectly by the people who worked in the environment and assumed to influence their motivation and behaviour. Both authors see organizational climate as influential to the behaviour of employees in an organization. Peterson (1995) in Adeniji (2011) views work environment differently – i.e. he postulated that organizational climate cannot be described as psychologically neat and orderly if they present ambiguous and conflicting stimuli – that organizational members should be viewed as active perceivers and

interpreters of their organizational climate. These perceived environments could be viewed as psychologically meaningful descriptions of contingencies that individuals use to apprehend order and predict outcomes and gauge the appropriateness of their behaviour.

Glisson and James (2006) and Chan, (2008) noted that perceptions emerge as a result of the activities, interactions and experiences of the individual. A clear and motivating organizational climate intends to increase loyalty degree of lecturers. According to Aydin (2000) in Gul (2008), organization climate provides it with an identity. Therefore, as individuals create their own characteristics, the education institutions create their own characteristic. This characteristic can be explained with the help of organization climate. The basic component which makes organization culture and organizational climate different from each other is related with the research method. Contrary to the qualitative researches made about the organization culture, in the research about organizational climate the quantitative ones are commonly made use of, Glick in Gul (2008). The organization climate is mostly about attitudes and behaviours. Whereas the culture is a process in which the aim is to form a collection about more comprehensible system of values and believes. The organization culture is composed of believes, values or norms shared by all members of organization. On the other hand, the organizational climate is composed of the understandings of members about organization. For this reason, both concepts include different meanings although they are in the same way related with each other. As a possible result of complex interaction between organizational climate and organization culture, the organization climate has a great role in the organization as it causes differences in the effectiveness of every organization.

The research on the concept of organization climate makes it clear for one to understand the effect of organizations on individual and his personality and also makes it easy for one to generalize the multi-sided dimensions of the organization members' attitudes. It therefore implies that, the research of organization's climate can be used as a means of diagnosis and fixing which this study was meant to be. However, from the researcher's point of view, the two concepts are interrelated and sometimes used interchangeably, but climate seems to be embedded in culture. Meanwhile, in this age, there is a need for new strategies in order to form an organizational climate to promote the development of creative thought and to transform these applications into the

organizational culture; that which is desirable for generation to come. The understanding of organization climate also provides an understanding of how the different management styles have a great effect on the members of organization, the work achieved by it, the health of it and the overall tone, Kueter et al (2000). The attitude of individuals is an important factor in education institutions where human component has the greatest importance. The quality of attitudes has a great role on the mutual relations and the interactions, but also it is effective in creating working peace and harmony when the expected job is performed successfully, Taymaz (2003). Therefore, it is important and necessary to make a research on the organizational climate of Colleges of education in Nigeria which is one of the most rapidly improving institutions of higher education in the country.

2.3.2.6 Managerial Effectiveness in Organizational Climate

The issue of managerial effectiveness assumes paramount importance especially in a developing country like Nigeria. If inefficient managers would be at the helm of affairs in organizations, pace of development would slow down. Hence, there is an overriding need to identify predictors of managerial effectiveness. Therefore, the question is, do effective managers demonstrate distinctive competencies and if so, which competencies distinguish effective managers from less-effective ones?

Effectiveness involves doing the right things in the right way. Effectiveness is particularly important in the case of managers in every organization as they are responsible for the performance of others. There is a general misconception that managerial effectiveness is an inherent quality that cannot be learnt. The reality is that effectiveness can be learnt, and with practice, be perfected, Okonkwo, (2011), Ali & Patnaik (2014). In short, managers can be trained to be effective.

One factor that might influence lecturer's job performance as well as managerial effectiveness is organizational climate. The organizational climate dimensions were measured based on school manager's leadership behaviour and lecturers' behaviour. The school manager can encourage effective performance of their staff by identifying their needs and try to meet them, Adeyemi (2008). This encouragement is very much dependent on various aspects of the leadership behaviour at college of education level. Lecturer's behaviour too plays a role in the lecturer's job performance. Both provosts'

behaviour and lecturers' behaviour are part of organizational climate which influence the lecturer's job performance as well as managerial effectiveness.

Teachers are arguably the most important group of professionals for our nation's future. Without teacher, the education system will be crippled. The increased importance in teacher's job performance has made it extremely important to identify the factors that influence teacher's job performance. In recent years, effects of organizational climate on teacher's performance have become topic of concerns for researchers and education officers. Although numerous studies have been conducted on teacher's job performance, past research has been constrained by the shortage of studies on the prevailing organizational climate as it affects both management and employees, especially at college of education level. Number of reports has shown that teacher's job performance is deteriorating around the world in general, and also Nigeria in particular. This seems to be affecting the teaching and learning process as well other instructional activities at school. As a result, students are the most affected individuals. Hence, it is crucial to determine the factor(s) that can influence employees job performance and managerial effectiveness; with a view to proffer solution.

Organizational climate no doubt can have influence on job performance of workers. Job performance referred to an act of accomplishing or executing a given task, Griffin (2012). Lecturers' job performance refers to as duties performed by a lecturer at a particular period in the school system in achieving organizational goals. Lecturers' job performance could be measured through lecturer's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility. All these are in turn being influenced by managerial effectiveness. When an individual is satisfied, their job performance might increase. They tend to be more committed to their work. Job performance is important to ensure the quality of instruction taking place at school. McGregor (1960) cited in Okonkwo (1999) developed the theory of job performance in his 'X' and 'Y' theories. Theory 'X' postulates that a negative attribute brings low performance while theory 'Y' predicts that positive attributes of workers' behaviour result in high performance. Therefore, to increase productivity in organizations, the climate should be favourable; which implies offering enough opportunities for individual's development like in training, allowing exercise of one's initiative, proper communication system and adequate motivational strategies as well as ensuring appropriate leadership style.

The behaviour that a lecturer exhibits influences his or her level of performance, Adeyemi (2008). There are a few reasons contributing to low level of lecturers' job performance such as inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, manager's leadership behaviour and students' poor work attitudes and lecturers' behaviour, George and Jones (2008).

However, this study focused on organizational climate as one of the factors that can influence employees' job performance and managers' effectiveness. In another perspective, Attkinson and Frechette (2009) referred to organizational climate as a 'set of attributes specific to a particular organization that may be induced from the organization, deals with its members and its environment'. Even though little is known about organizational climate in the past, however, in the 21st century, organizational climate has received a considerable attention by many sectors. This is due to the fact that organizational climate is often related to school effectiveness, Lazaridou and Tsolakidis (2011). In educational setting, organizational climate is also referred to as the mixture of interpersonal interaction among the stakeholders of the institutions which in this study include lecturers, management and non-academic staff of COE. As mentioned by Hoy, Tarter and Kottkamp (1991), there are two dimensions of interpersonal interactions which are closely related to organizational climate; these are: school managers' leadership behavior and teachers' behaviour. In essence, this study is concerned with the interactions of the school manager (provost and other management team) and the employees (lecturers and nonacademic staff) as exhibited in their behaviours.

Margerison in Ali and Patnaik (2014) defined managerial effectiveness as one when a manager behaves appropriately in tune with the situation. Hersey and Blanchard (1995) contended that effectiveness results from a combination of personal attributes and dimensions of the manager's job in meeting demands of the situation and satisfying requirements of organization. It could be defined as doing the right things, attainment of objectives, increasing profitability and optimizing use of resources. Sayeed (2002) defined managerial effectiveness as a function of behavior as well as technical/management process. While individual provides his services to the organization through intrinsic abilities and competence, the organization on the other hand provides constraints and facilities. Chester Barnard in Lunenburg and Ornstein (2012) viewed effectiveness as the degree to which the common purpose of the

organization is achieved. He argued that the executive or manager must meet two conditions if cooperation (effectiveness) and financial success (efficiency) are to be attained. His main point being that organization can operate and survive only when both the organization's goals and the goals of the individuals working for it are kept in equilibrium. Therefore, managers must have both human and technical skills.

The present study defines managerial effectiveness in terms of managers' professional, personal and inter-personal competencies in relating with members of their respective organization towards goal attainment. Therefore, in the views of the present researcher, managerial effectiveness involves doing the right things in the right way and at the right time. There are no specific personality traits common to all successful managers. Some of them are analytic while others are intuitive. Some are good decision makers, while others are good planners. However, mangers have some characteristics in common i.e. they are effective in whatever they do and wherever they are. Successful managers may be intelligent, imaginative, and knowledgeable; however, only effectiveness translates this intelligence, imagination, and knowledge into results, and ultimately makes a manager successful. Managers with good human relations skills are able to get the best out of their subordinates as they know how to communicate, motivate, lead and inspire enthusiasm and trust in them.

There is a growing level of interest and focus on managerial competencies and managerial performance with a wealth of literature on factors leading to effectiveness. Lot of research work has been done to understand the managerial performance and effectiveness both in Nigeria and abroad. But still the scholars are continuously debating on the issue of building managerial effectiveness in Nigeria with particular reference to the present study on colleges of education in Nigeria. Thus, part of the purpose of this study is to examine managerial behaviour as a function of organizational climate. Since organizational climate is an important aspect of employees' work life, it can be expected that the variable will significantly influence managerial behavior (effectiveness) in tertiary institutions of learning.

2.3.2.7. Prevailing Organizational Climates in Colleges of Education in North-West Zone of Nigeria

From literature, different organizational climates abound. The six types of organizational climate (open, autonomous, controlled, familiar, paternal and closed) of

Halpin ealier discussed may be found to prevail in colleges of education in varying degrees. Whatever types of organizational climate prevailing in the colleges is as a result of interactions among members. Therefore, it is expected that different colleges would experience any of the types of the climates based on the quality of interactions and communication among members. Thus, organizational climate depends upon the organizational behaviour system. Hence, the type of climate an organization may seek to prevail is contingent upon the type of people it has, the type of technology, level of education and expected actions of people in it.

The success of every educational system depends on the quality and quantity of its factors of production – human and material resources. Of all the factors, the human resource appears to be the most important because without human efforts, all other factors are inept. This is why it is necessary to train and re-train the staff of any organization for better production. According to Peretomode and Peretomode (2001), training is a planned organizational effort concerned with helping an employee to acquire specific skills, knowledge, concepts, aptitudes, and behaviours to enable him/her perform more efficiently on his present job, that is, to improve on the performance, reflecting positive climate. The success of education system depends on trained staff. We cannot replace trained staff with any other type of instructional material, Hanif and Saba (2002). The importance of staff in any educational system cannot be over-emphasized. Obviously, the quality of staff in any educational system determines to a great extent the quality of the system itself and professional staff in particular are crucial to the formulation and successful implementation of education policies and programmes in any country. Hence, the organizational climate in which these employees work cannot be toyed with. It is therefore pertinent to note that the type of organizational climate prevailing in any educational institution matters a lot in shaping the behaviour of members; and consequently influencing performance.

At this juncture, it is important to note that in every organization, conflict is inevitable and contributes to shaping workers behaviour. Many academic observers of work organizations recognized that conflict between individual employees, within teams or between management and employees is inevitable and can enhance, rather than decrease, performance. Stephen Robbins (1991) in Adeniji (2011), an organizational theorist distinguishes between functional and dysfunctional conflict. The former supports the goals of the work group and improves its performance. There could be two types of

workplace conflict; organized and unorganized. When a group of employees engage in planned action (for example, a strike) to change the source of discontent, it is referred to as organized conflict. When employees respond to discontent or a repressive situation by individual absenteeism or individual acts of sabotage, it is referred to as unorganized conflict.

Organizational climate influences to a great extent the performance of the employees because it has a major impact on motivation and job satisfaction of individual employees. Organizational climate determines the work environment in which the employee feels satisfied or dissatisfied. Since satisfaction determines or influences the efficiency of the employees, one can say that organizational climate is directly related to the efficiency and performance of the employees. Colleges of education in North-west geographical zone of Nigeria is no exception.

The organizational climate can affect the human behaviour in the organization like college of education through an impact on their performance, satisfaction and attitudes. There are four mechanisms by which climate affect the behaviour of the employees.

1. Constraint System:

Organizational climate can operate as a constraint system in both the positive and negative sense. This can be done by providing information to the employees about what kind of behaviour will be rewarded, punished or ignored. Thus, behaviour can be influenced by varying degrees of rewards and punishments. Such a constraint system would influence the behaviour of those people who are most interested in those specific values which are assigned to different behavioural outcomes.

2. Evaluation of Self and Others:

Organizational variables may affect behaviour through evaluation of self and others. In this evaluation process both the physiological and psychological variables will be associated. Such evaluation will affect the human behaviour.

3. By Acting as Stimuli:

Organizational factors can influence human behaviour by acting as stimuli. As stimuli they influence individual's arousal level, which is a motivational variable

directing human behaviour. The level of arousal will directly affect the level of activation and hence performance.

4. By Helping the Individual to Form a Perception:

Organizational factors influence the behaviour by helping the individual in forming a perception of the organization. The perception then influences behaviour. Thus, good organizational climate is instrumental to higher employee satisfaction, better human relations and higher productivity.

If employees' satisfaction and job performance are to be improved, the management must modify these factors so that the employees view climate as favourable to them. Various research studies also confirm the positive relationship between organizational climate and employee performance. Frederiksen on the basis of laboratory studies involving 260 middle level managers concludes that different organizational climate has different impact on human performance. He summarizes his findings in the following statement. "It appears that the amount of administrative work in the stimulated job is more predictable in a climate that encourages innovation, than in one that encourages standard procedures and that in an innovative climate, greater productivity can be expected of people with skills and attitudes that are associated with independence of thought and action and the ability to be productive in free unstructured situations."

The study suggests that the performance was more predictable for subjects who worked in a consistent climate than those who had to work in an inconsistent environmental climate. Inconsistent climate was having indirect impact on productivity. Another laboratory study shows that significant differences were found in performance and satisfaction of people in varying organizational climates. For example, in that study, three types of organizational climates were created:

(i) Authoritarian structured.

(ii) Democratic friendly and

(iii) Achieving business.

It was found that the achieving organization produced the most in terms of money volumes, numbers of new products and cost saving innovations. People in democratic friendly environment expressed maximum satisfaction with their jobs. However, people

in the authoritarian structured organization produced goods of highest quality because of right specifications put by government orders. This could be likened to institutions of learning where autocratic controlled as well as paternal climate induce performance but unhappy employees as revealed in this study.

Dimensions of Organizational Climate:

The important dimensions or components which collectively represent the climate of an organization are as discussed below:

1) **Dominant Orientation:** Dominant orientation of the organization is an important determinant of climate and it is the major concern of its members. If the dominant orientation is to adhere to established rules and regulations, the climate is characterized by control. If the orientation is to produce excellence the climate will be characterized by achievement.

2) **Inter-Personal Relationships:** The interpersonal relationships in the organizations are reflected in the way informal groups are formed and operated. The informal groups may benefit the organization also, but in some cases it may displace the goals of the organization. That is, the informal groups can work against the management in COE thereby tense the climate and the college work suffers.

3) **Conflict Management:** In the organization, there can always be inter-group as well as intra group conflicts. The organizational climate will depend upon how effectively these conflicts are managed. If they are managed effectively, there will be an atmosphere of cooperation in the organization. If they are not managed properly there will be an atmosphere of distrust and non-cooperation.

4) **Individual Autonomy:** If the individual employees are given sufficient freedom to work and exercises authority, it will result in efficiency in operations. The autonomy will lighten the burden of higher level executives. A good measure of freedom will help the employees of COE to import new ideas and improve teaching and learning situation in the college.

5) **Organizational Control System:** The control system of the organization can be either rigid or flexible. Rigid control will lead to impersonal or bureaucratic

atmosphere in the organization. There will be minimum scope for self regulation; leading to work to rule and unfavourable climate.

6) **Organizational Structure:** The organizational structure serves the basis of inter personal relations between superiors and subordinates. It clarifies as to who is responsible to whom and who is to direct whom. If there is centralization of authority, the participation in decision making by the subordinates will be very less. On the other hand, if there is decentralization of authority, there will be an atmosphere of participative decision making.

7) **Task Oriented or Relations Oriented Management:** The dominant style of managers will also affect the organizational climate. Task oriented approach means that the leadership style will be autocratic. The employees will have to show results or face the punishment. The employee morale will be low in the long run. If the managers are relations oriented, the climate will be considerate and supportive. There will be team spirit in the organization because the needs and aspirations of the workers will be given due importance.

8) **Rewards and Punishments:** The system of rewards and punishments is also an important component of organizational climate if the reward system is directly related to performance and productivity, there will be an atmosphere of competition among the employees. Everybody will like to work hard and earn more reward in the form of promotions and pay rise. If there is bias in the distribution of rewards, the meritorious employees will be discouraged.

9) **Communication:** The communication system of the organization will also affect the organizational climate. The flow of information, its direction, its dispersal and its type are all important determinants. Proper communication system means that the subordinates are in a position to express their ideas, suggestions and reactions, otherwise they will feel frustrated.

10) **Risk Taking:** How members respond to risks and whose help is sought in situations involving risks are important in any organization. If individuals feel free to try out new ideas without any fear they will not hesitate in taking risks. Such an atmosphere will be conducive to innovative ideas.

The above dimensions or components are not mutually exclusive, they often overlap each other. The way in which these different dimensions operate in an organization such as college of education, indicates the underlying philosophy of the management. In fact, the six types of organizational climate studied in this research operate in varying degrees in the colleges of education in North-West Geographical zone of Nigeria. This is illustrated in the organizational climate model in 5.6 (Contribution to Knowledge) developed by the researcher describing the types of organizational climate behaviour with possible implications on education goals and objectives.

2.3.2.8 Communication and Organizational Climate

The interactions between and among members of an organization determines to a large extent the prevailing climate in the organization. Therefore, the workers perceptions are affected by the communication system in the organization. This explains the importance of communication in this study, and different aspects as concerned with school management are considered bellow.

Communication according to Afolayan (1982) in Okonkwo (2011) is the exchange of information, feelings and attitudes. It implies more than mere giving of information. Communication in the school setting determines the tone of the school. Put differently, the interpersonal relationship between the management and the lecturers as well as among members of the college goes a long way to determine lecturers' job performance as well as students' academic performance. The provost as a group leader needs to create an efficient organizational structure and good working environment, so that instructional evaluation activities can take place. Akpakwu (2012) opined that communication is the process of exchanging information by the use of words, letters, symbols, or non-verbal behaviour. As in the views of Woolfolk (1980) in Okonkwo (2011), a group that is totally disorganized, unclear about its goals, or constantly fighting among its members will not be a good learning group. Thus, the workers performance does not depend only on qualification, motivation etc but also depend on the kind of communication and relationships that exist within the college environment. The purpose of communication is to effect change or to influence action through interaction.

According to Cheney (2011) communication is the "essence of organizations". The task may change, or subordinates themselves may change and which may require an adaptive change from the leaders. The personal characteristics matching up between the

leader and the led, is also a factor towards achievements and productivity. Leadership is ultimately a matter of matching up the personal characteristic of the leader, the personal characteristics of the subordinates, the nature of the task and the situation surrounding the task; it is believed that "leadership is nothing but relationship between the leader, the followers and the task/situational characteristics", Schein (1992) in Okonkwo (2011).

Therefore, from the aforementioned facts, one would believe that provosts' leadership dispositions mostly influence subordinates in the whole school setting. Consequently, the lecturers' attitudes which determine to a large extent the overall achievement of the school objectives is in no doubt greatly influenced by the provost's Leadership disposition; in which communication plays significant role.

In communication, the message can be in form of words, feelings, action, opinions or thoughts. Thus, communication can be defined as the sharing of words, actions, feelings, attitudes and thoughts between two people or more. In other words, communication is a process of interaction between individuals through a common system of signs, symbols or behaviour.

According to NTI (2000), communication is the process of sending and receiving information (message). It includes all the ways and manner through which *we* can let other people know and share our thoughts, feelings experiences and knowledge. Based on the above definitions, it becomes imperative that every distribution of assignment in school calls for a different form of communication system. For good and effective communication process to exist in the schools there must be mutual understanding, confidence and good human relation among the school administrator and the staff.

In teaching, the lecturer engages in communication when he gives a lecture, leads a discussion, explain the content of a chapter in a book, demonstrate a laboratory procedure; and many others. In fact, the lecturer is constantly communicating every time he is with his/her students and colleagues. Communicating for effectiveness in educational organization is a factor upon which the school is run. It is not out of place to say that school administrators use several means of communication daily to organize, coordinate, supervise, record curriculum, staff, student, school plant, accounting, meetings etc.

Thus, communication in the school system is simply defined here as the process by which individual communicator transmit information through appropriate channels to the receivers. It essentially entails the sharing of ideas, notions, feelings and experiences between the sender and the receiver of the message. Communication defined differently implies sending and receiving messages, information, ideas, instructions or intention and is therefore necessary for linking together the various departments, programs, activities and services in the school organization.

Accordingly, Mbiti quoted by Ndu (2006) sees communication as the transmission of information from one person to the other. Communication encompasses all forms of inter-personal contacts written and unwritten arisen from the organizational flow-charts purported to:

1. Maintain association with the community,
2. Show concern for the development of each child who is at the centre of the education process,
3. Facilitate personal efficiency and effectiveness,
4. Enhance the daily school routine and programmes,
5. Succor the utilization of the available school resources, budget and account, procedures,
6. Up-date the evaluation of school educational programmes, and
7. Solve the individual and group problems of school personnel and promote staff development.

The process of disseminating information through various channels in an organization, forming a chain of clear understanding from top level management to workers at the bottom level and vice-versa, and integrating the members of the entire organization into united team of workers is very necessary. Thus, effective performance of staff is a function of effective communication in schools which results in positive climate or conducive working environment.

2.3.2.9 Components of Communication Process and Organizational Climate

Communication process is very essential to organizational behaviour; as it determines to a large extent the information flow and the authenticity of interactions among members of the organization. College of education is one of the organizations whose functions depend on effective communication among the stakeholders. Lunenburg et al (2012) asserted that, communication process involves exchange of information between a sender and a receiver. Akpakwu (2012) in corroboration added that, as a 'process' communication is dynamic, on-going, ever changing and continuous. In other words, events and relationships among members of college are never static but dynamic. They communicate with one another on daily basis.

There are four fundamental elements of communication process that have long been identified as necessary for any form of communication to occur. They are communicator/encoder, communicate or decoder, the communication channel and the message itself. However, this study shall include feedback as one of the components of communication process to make five elements. The feedback completes the cyclic nature of communication as an on-going process. These elements are explained thus:

(a) **The message**: this is essentially the information to be transmitted. It embraces the ideas, attitudes, feelings, notions and experiences to be shared with another person or group.

(b) **The sender of message**: this is often referred to as the communicator/encoder, who transmits or encodes the message.

(c) **The channel of the message**: this is the medium through which the message is passed across to another person or group.

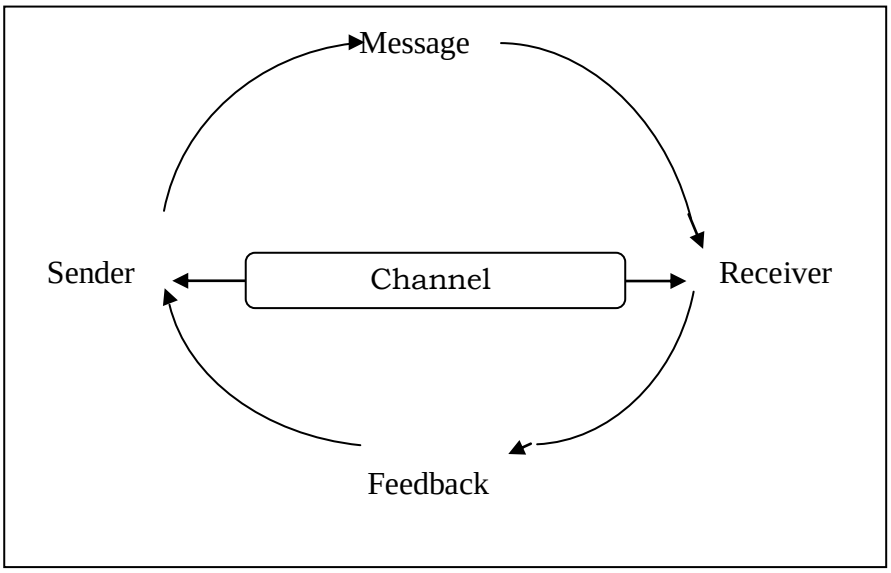
(d) **The receiver of the message**: this is often referred to as communicate/decoder who helps in decoding or interpreting the message sent by the communicator.

(e) **The feedback**: this is the result of communication. In other words, the receiver should give feedback to the sender that the message was received. Hence, feedback completes the communication cycle as shown in figure 2 below.

Notably, the feedback of every communication becomes a message for another circle of communication either by the same group of persons or by another group to

whom such feedback is directed. The cyclic relationship of elements of communication process in this study is clearly depicted in figure 2.

Figure 2: Communication Process



Source: Communication process developed by the researcher, Okonkwo Cecillia O. (2017)

2.3.2.10 Impact of Communication in Organizational Climate

In carrying out basic management task such as planning, organizing, directing, supervising and executing, communication enables the school manager to resolve on how school activities are to be carried out, how to do them and when to carry out the task. Through effective communication, he delegates to subordinates what to do and how to do them effectively. The school manager can use communication to persuade the subordinates to accept new methods of doing certain things in the school; thus, enhancing their efficiency and productivity.

Effective communication enhances the staff morale as they are made aware of what is going on in the school and their views are being listened to by the school administrator. Democratic tenets are being promoted in the school, through effective communication as the school decision-making process is based on consultation, deliberation and participation of all the members of the staff and students leaders. Several studies emphasize that effective communication can enhance organizational outcomes, Bua (2012), Garnett, Marlowe & Pandey (2008). Managers are very much in

need of information on which to base decisions; and communication is the process by which the manager, be the provost or the chairman of Board of Education, is acquainted with relevant information. Lecturers also need to be reinforced or motivated. One of the strategies for motivating employees is effective communication. Effective communication involves not only directing them but also talking to them in pleasant ways and at the appropriate times and places.

However, as earlier noted, effective communication is important for the survival of any organization and to achieve this purpose, clarity and organization of thought in one hand becomes an essential ingredient, while on the other the ability to listen and comprehend judiciously becomes an inescapable factor. It is important to note that, no method has been successfully established as the most effective means of communication. This fact is mainly attributed to the differences in the purpose of communication, the type of people sending the message, the situation on the ground and the type of people receiving the message.

Communication makes social life of people possible and when communication among individuals fails, in the public system, thirst for capacity for effectiveness and productivity also fails. In the actual sense of it, effective communication induces productivity. Communication has also been enshrined as the most vital tool for ensuring proper monitoring system for public effectiveness. Thus, it is evident to note that, when public managers fail to communicate with the workers and Board members, problems arise; and organizational climate is strained.

The concept of communication on formal organizations has received considerable attention in recent years. There is general awareness of the critical role of communication in modern organizations today. In the school organization, for example, the work of the administrator (provost] is to influence teaching behaviour in such a way as to improve the quality of learning for students. This can be done by working directly with lecturers in the planning, description, analysis and evaluation of teaching and in the development and implementation of new approaches to process and procedures.

Education is one of the organizations whose functions depend on effective communication among those concerned. Apart from the need for effective communication and coordination in the management structure and process, the basic function of the education rely almost entirely on communication among lecturers and co-

ordination among various organizational structures and levels. Perhaps too, no element of administration is taken as much for granted, mistaken, misused and poorly understood as the elements of communication. It becomes clear that an adequate analysis for effective management of organizations involves not only a study of leaders but also of situations. This clearly indicates that subordinates with certain kinds of personalities and working on certain kinds of tasks really exhibits behaviour in relation to the leadership dispositions; which depicts the organization's climate.

Effective communication in school helps in:

a) Promoting harmonious relationship and facilitating co-ordination of official activities.

b) Assist in motivating staff to use their initiative and maximize their potentials.

c) Enhances clear understanding of the goals and objectives of the school and give staff a sense of direction.

d) It minimizes dysfunctional conflicts and crises, Afolayan (1989) in Okonkwo (2011).

Keyston (2011) remarked, the lifeblood of every school organization, is the process that links the individuals, the group, and the organization. To be sure, communication mediates inputs to the organization from the environment and outputs from the organization to the environment. In a similar vein, Canary (2011) stated that communication occupies a central place in organization because the structure, extensiveness, and scope of organizations are almost entirely determined by communication techniques.

The administrator of today's school organization has a multifaceted job, which includes setting objectives, organizing tasks, motivating employees, reviewing results, and making decisions. School administrators plan, organize, staff, direct, coordinate, and review. Tasks cannot be accomplished, objectives cannot be met, and decisions cannot be implemented without adequate communication, Pauley (2010).

2.3.3 Theories of Motivation and their implication to Organizational Climate Management in Colleges of Education

Motivation has widely been agreed by school administrators as a critical determinant of performance in organizations, Lunenburg and Ornstein (2012). Although no consensus of definition by scholars, but this study shall consider some related ones. By definition, Miner (2008) opines that motivation can be defined as "those processes within an individual that stimulate behaviour and channel it in ways that should benefit the organization as a whole". Similarly, Greenberg (2011) agrees with Miner that motivation implies, "the forces acting on and coming from within a person that account, in part, for the willful direction of one's efforts toward the achievement of specific goals''. Workers motivation could be viewed as the process of arousing enthusiasm in an employee, so that he can perform his duties with pleasure and high interest in pursuance of the organizational goals and his personal goal. To George and Jones (2008), motivation means three things: the person works hard; the person keeps at his or her work; and the person directs his or her behaviour towards appropriate goals. From the above definitions, it can be deduced that motivation involves three key points such as:

i. It involves human behaviour in organization (actions trigard by internal and external forces),

ii. It is a process (on-going activity, dynamic forces),

iii. It is goal oriented (directed towards an outcome or result).

All organizations are concerned with what should be done to achieve sustained high level of performance through people. This means giving close attention to how individuals can be best motivated through such means as incentives, rewards, leadership and also through their work; and in a favourable climate. No individual will be adequately motivated in a repressive and hostile working environment no matter the rewards or incentives. Social interaction matters a lot.

The study of motivation is concerned basically with why people behave in a certain way. The underlying question is ―why do people do what they do? In general terms, motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular course of action in preference to others and why they continue with a chosen action over a period of time, even in the face of

difficulties. The relationship between organization and its workers is governed by what motivates them to work and fulfill their drive from doing the work. Maitland (2005) defined motivation simply as ― the force or process, which causes individuals to act in a specific way. Ugo (2005) remarked that, motivation is the willingness to do something and is conditioned by the ability to satisfy the need of the individual. Therefore, motivation is considered as those physiological processes that cause arousal, direction and persistence of voluntary actions that are goal directed. Managers need to understand these physiological processes if they are to successfully guide employees towards accomplishing organizational objectives in which organizational climate plays significant role.

Motivation is not manipulation of people but understanding of the needs, factors that prompt people to do things and also providing ways of meeting these needs. Adeniji (2011) citing Mullins (1999) identifies four main characteristics, which underline the definition of motivation.

- Motivation is seen, as individual phenomenon i.e. every person is unique and all the major theories of motivation allow the uniqueness to be demonstrated in one way or the other.
- Motivation is usually described as intentional i.e. it is assumed to be under the worker‘s control and behaviours that are influenced such as the effort seen as choice of action.
- Motivation is multifaceted: that is to say that two factors are of great importance - what gets people activated (arousal) and the force of an individual to engage in a desired behaviour (direction of choice of behaviour).
- The purpose of motivation theories is to predict behaviour. In other words, motivation is not the behaviour itself and it is not all about the performance. It concerns actions and the internal and external forces that influenced a person‘s choice of action. Based on these characteristics, he defined motivation as ―the degree to which an individual wants and chooses to engage in a certain specified behaviour.

Generally, motivation can be defined as the arousal, direction and persistence of behaviours. It can be seen as a way in which urges, drives, desires, aspirations, needs

influence the choice of alternative in the behaviour of human beings. This is concerned with what prompts people to take action, what influences their choice of action and why they persist in doing so overtime. According to Greenberg (2011), motivation is seen as a set of processes that arouse, direct and maintain human behaviour towards attaining a goal. It could be said that motivating factors are typically intrinsic factors because they drive a person to perform the work itself. They are related to the sense of achievement, recognition for achievement, work itself, responsibility, advancement potential and possibility for growth, Marriner -Tomey (2000).

Thus, from the above definitions, one can see that motivation implies those inner-drives which propel an individual to action. This motive or urge to action can be sparked off by an external or internal stimulus. Since motivating itself cannot be seen or heard directly through observable behaviour of an individual, we can only measure or infer behaviour. Hence to measure motivation, management must measure presumed effect of it on workers behaviour; such as the performance level, productivity level, turnover, and the number of grievances.

Nevertheless, investigating how college-based stakeholders perceive organizational climate as it prevails in colleges of education in Nigeria will explore briefly some theories of motivation which attempt to explain the best way(s) of ensuring that employees perform their jobs effectively and efficiently. The focus will be on modern theories of motivation**.**

2.3.3.1 Modern Theories of Motivation

This could be broadly categorized as process theories and content theories of motivation. Before discussing these theories it is necessary to consider some important research related to motivation.

Research in Human Behaviour

According to Ejimofor (1984), much of the work of scientific management's pioneers took place before World War I (1914 – 1918). Many of the techniques were expanded after the war and were refined; particularly in the areas of time and motion study, wage determination, and cost analysis. Unfortunately the "mental revolution" aspects of scientific management failed because the employers cut the piece rate when productivity went up, thus destroying the incentive to work harder. Increasingly powerful

labour unions and employees felt that increased individual productivity only meant fewer jobs. Time and motion studies frequently led to production speed ups, and many companies found that scientifically determined standards did not allow lasting cooperation between employees and managers, Ejimofor (1984) in Okonkwo (1999).

Perhaps the principal reason for the failure of the 'mental revolution' was the fact that 'economic man' did not exist. Financial needs are not always paramount in the minds of workers. They may slow their pace to allow slower group member to keep up, because their need for affiliation may dominate their thinking. On the other hand, they would be reluctant to be known as 'rate busters' and be described by co-workers for exceeding the established rate for the job.

By 1920's, attention was turned away from the basically economic work motives to non-economic fringe benefits to satisfy employee desires for recognition and security. Thus, the modern beginning of the human relations movement started at Hawthorne.

The Harvard Studies at Hawthorn

Elton Mayor and a group from Harvard University directed the most famous study of people at work in the period between 1927 and 1932. The study was made at the Hawthorne (Suburban Chicago) works of the Western Electric Company and yielded a vast amount of information about workers' unfavourable attitudes toward management, about informal social organization, and about the restriction of output under an incentive plan, Ikeagwu (1984) cited in Okonkwo (1999).

The publication of the research drew attention to the importance of friendly supervision; to the workers need for association, acceptance, security, and stability in the work group: and to the disruptive effects of technological change upon work relationship. The studies attacked the concept that the worker was an "economic man" - a person whose cooperation could be bought or whose hands could be hired and bought and whose only concerns would be to maximize earnings. The employees interviewed at Hawthorne held down their output and earnings for reasons that involved emotion more than logic, Osuagwu (1984) in Okonkwo (1999)

The research also emphasized the group - the informal social organization as a prime factor in motivation. Mayor was of the view that people have a basic need for affiliation. He also discounted the "rabble thesis", which implied that worker in an

organization were a disorganized rabble of individuals all working in their own self-interest in as logical a manner as possible. He found that work is a group activity and that employee placed a great deal of importance on his relationship with the work group. The impact of this finding is brought forth when we consider that much of present-day human relations research centers on the work group. The finding on morale and productivity did much to change management thinking and resulted in greater attention to non-financial incentives as part of the reward system for employees, Okpara (1984) in Okonkwo (1999).

The Michigan Studies

The institute for Social Research at the University of Michigan had carried out studies on work groups since about 1947, Okpara (1984) in Okonkwo (1999). These studies focused on the attitudes and behaviour of first - line supervisors and the effects these have on productivity and attitudes of subordinates.

The researchers found that in many cases the high - producing supervisors:

1. Spent more time in supervision than they did in doing the same work as their subordinates;
2. Practiced general supervision rather than close supervision, delegated authority to subordinates, and were themselves under bosses who delegated authority;
3. Were employee -centered rather than production -centered;
4. Supervised a group in which people got along well together and helped one another.

In a nutshell, these studies emphasized the need for good personal relation with concern for production along with concern for people. In other words, the organizational climate that encompasses task dimension and human dimension at workplace is necessary. However, Resins Likert's studies have developed a model for work groups. Positive work environment encourages highly effective group of workers. For example, a group can vary from one in which there is hostility among the members to one in which the attitudes are warm and friendly. The desirable behaviour is at the favourable end of each variable.

The highly effective group, as can be defined, is always conceived as being part of a larger organization. Substantial proportions of persons in a company are members of more than one work group, especially when both line and staff are considered. As a consequence, in such groups there are always linking functions to be performed and to other group be maintained. The highly effective group is not an isolated entity.

It is therefore clear from the above statement that individual is faced with conflicts and pressures as he belongs to different groups. And to minimize these conflicts and tensions, the individual seeks to influence the values and goals of each of the different groups to which he belongs and which are important to him so as to minimize the inconsistencies and conflicts in values and goals. So in striving for this reconciliation, he is likely to press for the acceptance of those values most important to him. Thus, investigations into how people can be motivated in order to accomplish organizational goals and objectives have led to different theories which attempt to explain the best way of motivating employees in order to perform their job efficiently. All the theories have sought to tackle the question: Why do workers sometimes exhibit behaviour that is beneficial or detrimental to organization success? Such theories are briefly discussed under the subheadings:

- Content theories of motivation and
- Process theories of motivation.

Content theories of motivation

Content theories of motivation are concerned with identifying specific factors that motivate people (Lunenburg, 2012). The theories of motivation that dwell more on what energizes human behaviour in an organization is referred to as content theories. That is, the theories that are concerned with what the organization holds for employees in terms of rewards and benefits. In other words, motivation is attached to attainment of outcomes or goals; satisfying peoples' needs for pay, promotion, recognition.

The motivation theories that fall within the content theories are

i. Douglas McGregor's Theory X and Y

ii. Abraham Maslow's Need Hierarchy theory

iii. Herzberg's Motivation – Hygiene theory

iv. David McClelland's Learned Needs theory

For the purpose of this study, the main points of these theories were drawn, particularly, the first three and their implications to employee performance and organizational climate.

Douglas McGregor's Theory X and Y

No discussion of human relations would be complete without consideration of the work of Douglas McGregor (1806-1864). He summed up all the views of traditional or classical school and termed it theory X and that of modern management as theory Y. He was of the view that any managerial act rests on theoretical assumptions. The way in which a manager implements these theoretical assumptions is the key to the development of sound human relationships in the workplace. In other words, he holds that every management has philosophy or set of assumptions it uses in handling its workers, which consequently, provided some important insight into the areas of managerial assumptions. These assumptions could be said to be reflecting in the organization's climate. McGregor felt that even though a manager might be aware of human relations concepts he or she more recently was dominated by traditional autocratic concepts in the practice of management, Nwachukwu (1988) in Okonkwo (1999). He characterized this traditional view of direction and controls 'Theory X' and described it as follows:

(1) The average human being has an inherent dislike of work and will avoid it when he can.

(2) Because of these human characteristics of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.

(3) The average human being prefers to be directed, wishes to avoid responsibility, and has relatively little ambitions, wants security above all.

It is important to note that theory X is not a strong man for the purpose of demolition but is in fact a theory, which materially influences managerial strategy in a wide sector of industry. The implication of this approach for management practices is that, organization in moving towards their objectives will be influenced by the results of specialization, standardization and mass production techniques. Theory X entails pressure through use of reward and threats, and is often used to achieve

organizational ends. In the process, many individuals will come to feel alienated from their work. This pressure will breed counter pressure and the workers may react in ways detrimental to organizational efficiency. To achieve the desired behaviour, management has to impose still more restrictions, a vicious circle has been set up and the assumption of theory X seems to have been confirmed as management under this theory regarded employees as indolent, without ambition and restraint to change.

Implications: This classical or theory X view of motivating employees, however cannot be the best way of motivating employees or workers. This is so because workers are not merely other tools of production in the same way machinery is. Rather, they work for specific reasons as defined by their needs and other circumstances. For instance, in Nigeria like many other countries, people are free to choose what work to do. This means any attempt of using coercion and control and direction would lead to an organization losing its employee, which may adversely affect the level of productivity and performance.

Secondly, the theory has also neglected to carry out the analysis of workers and their motivations: It merely assumes that human beings are lazy, and that what they need more than anything else from their employer is high wages or remuneration and what the employer need from the employee is low labour cost. Despite this, money still serves as a strong motivating factor among workers because majority of them have hardly reached their zones of comfort; that is, a stage where the individuals income can support his necessities and other discretionary spending. Yet it should also be noted that individuals have different needs and so it would be wrong to assume a general motivation for a whole lot of workers.

Also, it neglects the possibility of conflict and the need for arbitration panel within an organization and the possible reaction of workers to authoritarian rule. For instance, the power of trade unions and workers solidarity have increased tremendously in Nigeria, such that any attempt of coercion by management often leads to industrial action or strike. The evident being the insiezant strike actions engaged by institutions of learning at various times in Nigeria.

In contrast to Theory X approach to management, McGregor developed another theory which he named ‘Theory Y’ due to several modifications and changes that has occurred in the field of organizational management. He felt that many modifications in

the utilization of human beings in the workplace had occurred over the years in which management was deeply concerned with human relations in the organizations. More so, the great number of personnel policies, procedures and fringe benefit programmes developed and implemented by various organizations could be considered as evidence. Changes in society caused by increased union power and social legislation gave impetus to greater emphasis on human relations. This tended to change authoritarian techniques to human relations approach. However, the work carried out on human behaviour by social scientists gave McGregor the backdrop leading to a new set of assumptions about the management of human beings, which he called 'Theory Y', which holds similar views with the 'modern view' of man and it supports the assumption of self-actualizing man. Thus, the assumptions of Theory Y are as follows:

1. The expenditure of physical and mental effort in work is as play or rest. The average human being does not inherently dislike work. Depending upon controllable conditions, work may be a source of satisfaction (and will be voluntarily performed) or a source of punishment (and will be avoided if possible).

2. External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.

3. Commitment to objectives is a function of the rewards associated with their achievement. The most significant of such rewards, e.g. the satisfaction of ego and self actualization needs, can be direct products of effort directed toward organizational objectives.

4. The average human being learns, under proper conditions, not only to accept but also to seek responsibility. Avoidance of responsibility, lack of ambition, and emphasis on security are generally consequences of experience, not inherent human characteristics.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.

6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

McGregor goes on to further analyze his Theory Y assumptions and contrasts them to Theory X assumptions. He felt that Theory Y assumptions involve sharply different implications for managerial strategy than do those of Theory X. They are dynamic rather than static. They indicate the possibility of human growth and development; they stress the necessity for selective adaptation rather than for a single absolute form of control. They are not framed in terms of the least common denominator of the factory hand, but in terms of a resource which has substantial potentialities, Okonkwo, (1999).

Interestingly, the assumptions of theory Y point up the fact that the limits on human collaboration in the organizational setting are not the limits of human nature but of managerial ingenuity in discovering how to realize the potential represented by its human resources. Theory X offers management as easy rationalization for ineffective organizational performance. This is due to the nature of human resources which we must work. Theory Y, on the other hand, places the problems squarely in the lap of management. If the employees are lazy, indifferent, unwilling to take responsibility, intransigent, uncreative, uncooperative, theory Y implies that the cause lie in management's methods of organization and control.

By implication, theory Y if applied to Nigerian situation there is tendency that it will yield reasonable result by increasing employees' output. For instance, in Nigeria today, workers want more from their jobs other than just wages. Their level of education has improved that they want more from employment such as job opportunities for social interaction, respect from the boss, further training, fair treatment and promotion to better jobs.

Abraham Maslow's Needs Hierarchy Theory

Maslow's Needs hierarchy theory is one of the most widely used theories for the study of motivation in organizations. His motivation framework stresses two basic premises:

- Man is a wanting animal whose needs depend on what he already has. Only needs not yet satisfied can influence behaviour; thus a satisfied need is not a motivator.

- Man's needs are arranged in a hierarchy of importance. Once one need is relatively satisfied, another emerges and demands satisfaction. The key is of course, related to timing. When do people decide that their needs are satisfied. Thus, Maslow suggested that there is a hierarchy of human needs and once a lower need is satisfied, the individual can only be motivated by a desire to satisfy the next level of need in the hierarchy. The five levels of needs, which represent the order of importance to the individual, are physiological, safety, social, esteem, and self-actualization.

Physiological needs include the need for food, water, and shelter. Once these needs are relatively well satisfied, other levels of needs become prominent and provide motivation for an individual's behaviour. These needs might be satisfied in an organization by providing basic salary and other working conditions like air condition offices, cafeteria services; etc.

Safety needs include protection against danger, threat, and deprivation, including avoidance of anxiety, Lunenburg and Ornstein (2012). Hence, employees become concerned with such things as pension plan, job security, compensation, and other related things which would minimize future deprivation and economic social security.

Social needs focus on such needs like friendship, affection, affiliation, and social activity. Organizations (colleges) might achieve these needs by providing opportunities for teamwork, following group norms, and sponsoring group activities like athletic teams and clubs.

Esteem needs focus on status, self-respect, and recognition and respect from others. People want to have a stable, firmly based evaluation of self. There is a desire for prestige and good reputation. Fulfilling esteem needs produces feelings of personal worth, self-confidence, prestige, power, and control.

Self-actualization needs focus on the attainment of individual's full potential for continued self-development. To fulfill such needs, an employee seeks work that is challenging and difficult. The desire for creativity and freedom to express this creativity are very important at this level of need hierarchy. Inner satisfaction is the goal sought by the person as a motivator. Organizations might provide self-actualization by involving employees in planning job designs, relaxing structure to allow the use of one's initiative for personal growth and development.

Implications: The implications of the Maslow's hierarchy of need theory lie in the fact that needs have priority for individuals. Managers should understand and identify the specific needs of the employees and endeavor to satisfy them. However, the needs cannot strictly follow the step-by-step hierarchy due to individual differences. What needs the employees must appeal to will depend on the personality, wants, and desires of individuals.

Maslow (1998) in Lunenburg and Ornstein (2012) considered his most important contribution to be his work on self-actualization, which he considered far more important than the needs hierarchy theory. He suggested that people are motivated to reach their highest potential once lower needs are satisfied. Hence organizations should avoid unnecessary bureaucratic structures that prevent employees from exercising their freedom for development. Thus, managers should motivate workers by allowing them the opportunity to grow professionally, and to change.

Herzberg's Motivation-Hygiene Theory

Frederick Herzberg and his colleagues developed a unique theory of motivation that was built on Maslow's needs hierarchy. The theory has been called the Motivation-hygiene theory, the two-factor theory, and the dual-factor theory, Herzberg et al (1993). The theory seeks to determine the factors that cause motivation. The focus was on the work environment to identify factors that arouse in people either positive or negative attitudes toward their work.

Two essential findings of the theory are:

- Individual motivation (and satisfaction) at work is a function of the intrinsic characteristics of the job which include, achievement, recognition, the work itself, responsibility, advancement, and growth. Herzberg named these content factors "job satisfiers," or motivators, because they fulfill an individual's need for psychological growth. They relate directly to the job and the employee's performance.

- Dissatisfaction (or lack of motivation) at work is a function of a set of job conditions which are job context in nature and are referred to as, hygiene factors. When operating to sufficient degree, these factors prevent dissatisfaction, but they cannot act as motivators (or satisfiers). Such factors include, salary, job

security, working conditions, personal life, and relationship with supervisors, interpersonal relations, company policies, fringe benefits, Lunenburg and Ornstein (2012).

These factors relate to the environment and are the maintenance factors.

Herzberg found that the job-centered factors were more significant motivators than the maintenance factors.

Implication: Managers applying Herzberg's theory must note that individual's real motivation results from his or her personal accomplishments through the challenge of work itself and not from the working conditions in the environment. In any case, hygiene factors must be adequately provided if the individual is to become a superior performer. Thus, if the dissatisfiers are quite pronounced or are increased, the individual becomes concerned about these factors instead of striving for superior performance. Lunenburg et al (2012) remarked that prior to Herzberg, school administrators had generally concentrated on the hygiene factors. When faced with morale problem, the typical solution was higher pay, more fringe benefits, and better working conditions. However, Herzberg (2009) reiterates that by concentrating only on the hygiene factors, school administrators were not really motivating their personnel. Thus, the motivation-hygiene theory broadened administrator' perspectives by showing the potentially powerful role of intrinsic rewards that evolve from the work itself.

To motivate employees, managers should employ motivational needs like, vertical job enrichment which means increased work autonomy, permitting worker to do a complete task and providing feed back of an individual's performance to him.

However, in Nigeria today, money could not be classified as a mere maintenance or hygiene factor. To most Nigerian workers money to some extent is still a strong motivator due to the fact that majority of the workers have not reached the stage where their income can support their necessities and other discretionary spending. Meanwhile, some conclusions become apparent from an analysis of Herzberg's two-factor theory. It has been observed that the relationship between motivation and job performance is tied to only two set of factors – the factor that relates to the work environment and those that relate to individual internal felt urge and desire. The argument presented by the theories tends to suggest that it is when the environment is favourable that the individual is satisfied and motivated to raise their level of performance.

More so, one could deduce from the theory that the modern theories have some general points of agreements. This point of consent is that one of the essential components of any organization is the individual worker. Depending on the gratification or non-gratification of his desire and wages, he can deter or raise the level of his performance. Maslow's and Herzberg's theories have some similarities in that they are concerned with human needs. Maslow's approach centers on the need hierarchy that is part of human behaviour in all aspect of individual's life. Herzberg focuses on people's need at work. Job conditions are emphasized as critical in need determination. In addition, Herzberg indicates that the essential needs are Maslow's two higher level needs, self-actualization and esteem; and he refers to them as motivators. He assigns the term hygiene factors or maintenance factors to the three lower level needs on Maslow's hierarchy.

Process theory of motivation

The process theory of motivation is concerned with how motivation occurs; that is, how individuals interact to acquire their needs. In other words, motivation is closely related to individuals acquiring their needs from their associations and relationships with other people in the organization. Thus, environment and culture matter. Put differently, process theory is concerned with the process by which motivational factors interact to produce motivation. That is, clarifying peoples' perception of work inputs, performance requirements, and rewards, Lunenburg (2012).

The theories of motivation that fall in this category are many but this study considered only two:

I. Albert Bandura Self-efficacy theory

II. Victor Vroom Expectancy theory

Self-Efficacy Theory

Self-Efficacy theory (also known as social cognitive theory or social learning theory) is a person's belief that he is capable of performing a particular task successfully, Bandura (1997). Nine large-scale meta-analyses consistently demonstrate that the efficacy beliefs of organization members contribute significantly to their level of motivation and performance, Bandura and Locke (2003). Mainly due to the work of Albert Bandura, self-efficacy has a widely acclaimed theoretical foundation, an extensive

knowledge base. Stajkovic and Luthans (1998) remarked that self-efficacy theory has a proven record of application in the workplace.

Self-efficacy has three dimensions: magnitude, the level of task difficulty a person believes he can attain; strength, the conviction regarding magnitude as strong or weak; and generality, the degree to which the expectation is generalized across situations. An employee's sense of capability influences his perception, motivation, and performance. An individual rarely performs a task when he expects to be unsuccessful. Hence, self-efficacy affects learning and performance in the following ways as put forward by Bandura:

1. Self-efficacy influences the goals that employees choose for themselves. Employees with low levels of self-efficacy tend to set relatively low goals for themselves. On the other hand, an individual with high self-efficacy is likely to set high personal goals. Research indicates that people not only learn but also perform at levels consistent with their self-efficacy beliefs.

2. Self-efficacy influences learning as well as the effort that people exert on the job. Employees with high self-efficacy generally work hard to learn how to perform new tasks, because they are confident that their efforts will be successful. Reverse is the case with employees with low self-efficacy who may exert less effort when learning and performing complex tasks because they are not sure the effort will lead to success.

3. Self-efficacy influences the persistence with which people attempt new and difficult tasks. Employees with high self-efficacy are confident that they can learn and perform a specific task. Thus, such people are likely to persist in difficult situation; while people with low self-efficacy easily give up when problems surface. Bandura and Locke concluded that self-efficacy is a powerful determinant of job performance.

Implication

Self-efficacy can have powerful effects on the management of colleges. It has been related to other motivation theories. School managers can boost self-efficacy through careful hiring, providing challenging jobs, professional development and coaching, goal setting, supportive leadership, and rewards for improvement. Research

has shown that setting difficult goals for people communicates confidence, Locke and Latham (2002). Therefore, managers should observe employees and set high goals for them to boost psychological process of making them more confident in themselves and also can set high personal goals.

Expectancy Theory

Victor Vroom is usually credited with developing the first complete version of the expectancy theory with application to organizational settings, Vroom (1994) cited in Lunenburg (2012). Expectancy theory is based on four assumptions:

I. People join organizations with expectations about their needs, motivations, and past experiences. These influence how individuals react to the organizations.

II. An individual's behaviour is a result of conscious choice. That is, people are free to choose those behaviors suggested by their own expectancy calculations.

III. People want different things from the organization (e.g., good salary, job security, advancement, and challenge).

IV People will choose among alternatives so as to optimize outcomes for them personally.

The expectancy theory based on these assumptions has four key elements: outcomes, expectancy, instrumentality, and valence. It is believed that employees performances are influenced by the gains or outcomes accrued to it. Therefore, job-related effort will result in a certain performance level. That is, expectancy is based on probability level which ranges from 0 to 1. For instance, if an employee sees no chance that effort will lead to the desired performance level, the expectancy is 0 and vice versar. Also, instrumentality is the relationship between performance and reward. If an employee sees that a good performance rating will always result in a salary increase, then, such reward becomes instrument to good performance. This also has the probability of 0 to 1.

Valence is the strength of an employee's preference for a particular outcome or reward. Thus, salary increase, promotion, peer acceptance, recognition by supervisors, and so on might have more or less value to individual employees. Valence could be positive or negative with probability ranging from -1 to +1. For instance, a lazy

employee will not find recognition by supervisors or challenging job as motivating factors; this means negative valence.

Thus, Vroom's expectancy theory gives some insight into motivation as the individual's behavior is influenced by the goals and perceived outcomes, which is also depended upon the force of their willingness to expend efforts to achieve these goals.

Implications

Vroom's expectancy theory provides a process of cognitive variables that reflects individual differences in work motivation. Therefore, college administrators should intervene in work situations to maximize work expectancies, instrumentalities, and valences that support organizational goals. Hence, provosts should select people with appropriate skills and abilities, provide them with continuous professional development, support them with needed resources, and identify clear performance goals. He should make the desired performance goals attainable. Effective school administrators not only make it clear to people what is expected of them but also help them attain that level of performance, Lunenburg and Irby (2006). Suffice it to say that organizational climate variables are significant to adjust rewards to match the needs of employees.

2.3.3.2 Factors that Motivate Workers in their Jobs and Influence Organizational Climate

Several surveys e.g. Herzberg, Maslow etc have shown that many factors can motivate worker to achieve better job satisfaction and improve performance thereby creating a positive climate. Such factors that may well influence organizational climate include:

a) Security

b) Fair wages

c) Work that is meaningful

d) Freedom from arbitrary action

e) Opportunity for advancement

f) Voice in matters affecting them.

g) Recognition

h) Congenial associates

i) Competent leadership.

j) Satisfactory working conditions etc.

It is important to point out that the list of wants above does not represent a profile of the wants of any one person. And what is considered very important to one individual at a particular point in time may not be so at another time and as such the degree at which want motivates individual could vary with time. On the other hand, what motivates an individual in a given situation may not motivate another individual worker in the same situation all things being equal.

Security: - A breadwinner's need for security is most often expressed in terms of steady work and wages. The lack of job security plays havoc with people. People need security and approval in their relationship with the boss before they can develop their abilities and give their best performance.

Work that is meaningful: - Skilled workers want jobs that use their highest skills. Professionals want jobs which they can make a significant contribution to knowledge or their own success and that of the organization. People want a feeling of achievement from their work. The achievement motive may be the one that is most effective in sustaining high performance. To many people, their jobs have no meaning may be because they don't know the ultimate use of the parts they are working on, the reasons for the method or the difficulties that will be caused by defective work. School managers should try to make work meaningful so that the employees can get some kind of satisfaction from mastery of the job. This could be by way of designing jobs, fitting people for jobs which they are trained for, training people for jobs, and explaining the purpose of jobs.

Opportunity to Advance:- Some people will like to advance when there is opportunity. While some do not bother yet they like to feel that it is there. Ambitious, upward-striving people certainly need to see an opportunity to advance. They are willing to prepare themselves for higher level jobs and to make present sacrifices for future gains. They desire the money, the status, the challenge, or the achievement that comes with advancement. If advancement does not come, employees may lose interest in the job, reduce their efforts, becomes embittered or look elsewhere for a job. Professional

employees are highly motivated to advance. They seek status not only in the organization but also in their group of professional friends. Many people reach a spot on the advancement ladder and wish to stay there because they have attained the height of their ambitions or because they have the job under control and feel comfortable at that level.

Recognition:- Some people desire to be recognized - praise, appreciation, importance, prestige, and esteem are form of recognition. The desire for prestige - when accompanied by the ability and energy to achieve it can motivate a person to a higher performance. They need recognition to bolster their beliefs in their own worth. Managers should help employees achieve something worthwhile and then see that they get the credit for it. In case of group effort, one person should not get all the credits, it has to reflect credit on everybody to avoid jealousy or ill will of the group.

Competent Leadership: - People like to work in organization where the leadership sets up a conducive environment for survival of individual as well as the organization. The institution's policies and controls shape the attitude and actions of its supervisors. The employee wants a boss who is willing and able to spare them from unnecessary anxieties, frictions, pressures, and frustrations. They want a boss that can tolerate mistakes, and correct with love.

Fair Wage and Equity: - The burning issue with wages is fairness. Employees like their pay to be in line with the status of the job. They like to equate their salary with other people's salary to know if it is as much as other people are getting for like amount or effort and achievement, for work of this class and difficulty.

The supervisor should be close enough to subordinate to understand their attitudes about pay they are getting; to hear rumours and obtain information needed to handle rumours about the good wages that are being paid. The supervisor should know the organization's job evaluation plan and should explain it to subordinates. It is important to note that if job is unpleasant, the employees may demand for more money for putting up with it. Since money is something concrete to complain about when personal satisfactions are lacking on the job; if they feel pushed around, they will push back with a money demand.

Freedom from Arbitrary Action:-This simply means that there is no favouritism, no discrimination, no prejudice, no preferential treatment for the in-group. Management should make sure that the subordinates are not victims of discrimination so as to avoid

resentment and other refuted negative behaviour which will invariably jeopardize productivity and strain the organization's climate.

A voice in Matters affecting them: - Some people desire to be autonomous. They want to have a say about how things should be done on the job. Rensis Linkert in Okonkwo (1999) an advocate of perceptive management approach indicated that employees are more strongly motivated if they are asked to help plan their work and shape the environment in which it is performed.

Congenial Associate: -

People in an office or a shop forms a community. Since they have to be together on the job that mean so much for their lives they don't want to be annoyed by one another all the time. They want teammates with human whom they can share their plans, jokes, and ideas; colleagues who will lend a helping hand, a sympathetic ear or a one who can give a pat on the shoulder when the going is rough. Being a member of a congenial group may make up for some of the lack of interest or challenge in a repetitive job. They can correct each other's mistakes and look out for one another safety. Therefore, managers should avoid divide and rule tactics and allow informal groups to operate while he makes use of such groups to improve the organization as they are capable of generating useful information.

Satisfactory Working Condition

An employee's satisfaction with working conditions depends to a great extent upon background, education, and experience. And it depends a whole lot on what kind of conditions other people in the organization having put up with. Nevertheless, no worker will be happy putting up with an unnecessary inconveniences and hazards. Therefore, peaceful and harmonious environment devoid of hostility and injustice is desirable.

2.4 Empirical Studies

In this study, related researches are accounted for.

Gul (2008) carried out a study on the topic 'Organizational Climate and Academic Staff's Perception on Climate Factors'. The study was carried out in Kocaeli University Turkey in 2008. The purpose was to examine how managers and academicians working in the organization perceived their organization and how they

respond to the variations arising from climate changes in the organization. The research employed survey method and five research questions were raised and answered by the study. The instrument used for data collection was questionnaire rated on 5-point scale on the perception of academicians in terms of discipline in the organization where they work, democratic, social and cultural factors; organizational image and organizational aim were handled as the dependent variables. On the other hand, having a managerial duty or not, gender and academic title which are all considered to change the perception were handled as independent variables.

The population of the study was formed by 1900 academicians who were on duty between 2006 and 2007 in various faculties in the university. A total sample of 146 academicians was studied. The results of the research showed that there was a significant difference in the five dimensions between academicians who were in the post of management and those who were not. However, "gender" and "academic title" were not important in the perception of organizational climate. Meanwhile, when evaluated in general, it was seen that it was necessary for the managers to make all academicians informed about the decisions and the situation of organization in order to create an atmosphere of mutual trust.

The present research is similar to Gul's study by purpose (regarding how members of organization perceive their climate); employing survey design and 5point Likert scale of instrument as well. Both were carried out at tertiary institutions of learning. His work is different from the present study because he studied only lecturers and managers; the present study considered the difference in perception among three categories of respondents (lecturers, managers and non-academic staff). It also employed the six dimensions of organizational climate as a system established by Halpin and Croft in Raza (2010) whereas Gul used some parameters of organizational climate process such as discipline, organizational image. Therefore, current study is more focused and elaborate. However, his findings which are similar to the findings of the present study stressed that managers should involve subordinates in decision making.

Another similar research was conducted by Adeniji (2011) on the topic: Organizational Climate and Job Satisfaction among Academic Staff in Selected Private Universities in Southwest Nigeria. The study was carried out in southwest Nigeria to determine the relationship between organizational climate and job satisfaction among

academic staff of private universities. The study used a cross-sectional survey research design because information was collected once. In other words, exploratory and descriptive design of one time observation involving proximate and ultimate variables necessary for the study was employed. The samples for the analysis were drawn from a total of 754 as sample frame and sample size of 384 respondents. Meanwhile, the instrument used for data collection was questionnaire. The questionnaire was adapted and modified by the researcher to suit the context. It was divided into three sections; section A consisted of 73 items measuring the perception of senior and junior academic staff, section B consisted of four open-ended questions about what the respondents feel about their organization's personal carrier development, their work environment, professional carrier development and their involvement in decision making. Section C consisted of 4 items concerning the respondents' bio-data information.

The statistical tools used for data analysis were Pearson Product Moment Correlation Coefficient(r) to measure the degree of relationship between the variables of the study; Multiple Regression Analysis to determine the nature of relationship and contributions of variables to a system of equation; Analysis of Variance(ANOVA) to measure variations among variables; and Independent t-test to examine the degree of significant difference between the opinions of senior and junior academic staff with regards to organizational climate.

The findings of the study revealed that the climates of an organization and job satisfaction vary together. Not only that, in the overall analysis that was done on the perception in the way junior and senior academics experience their organizational climate, it was found that there is a significant difference in the way both the senior and junior academics experience their organizational climate.

The present study is similar to Adeniji's study because both studied organizational climate in relation to workers' behaviour and also employed a survey research design as the studies were carried out in a natural setting involving one time observation. That is, exploratory and descriptive survey. The present researcher also used questionnaire as an instrument for data collection due to wide range of subjects studied.

The difference is that her study was a co-relational survey, while present study examined multiple dimensions of climate (6 of them) together as a system and at college of education level in both state and federal colleges. This is because different

organizational attributes are likely to mutually reinforce one another, making the total effect greater than the sum of individual dimensions. Included in Adeniji's study were open-ended questions but not considered in the present study due to the possible challenge envisaged in analyzing it.

Ali and Patnaik (2014) conducted a similar research titled "Influence of Organizational Climate and Organizational Culture on Managerial Effectiveness". It was an inquisitive study carried out in Delhi, India aimed to understand the influence of manager's perception of organizational climate and organizational culture and their effectiveness in the organization. The sample for the analysis consisted of a total of 100 managers, 50 each from private and public organizations. Convenience random sampling method was used. Analysis of data was done using stepwise multiple regression analysis and t-test. Keeping in view, the objectives and hypotheses of the study, two group measures designs were used to survey the opinion of respondents. A questionnaire consisting of 89 items was designed by the researchers as instrument for data collection. It was self administering scale and eminently suitable for group as well as individual testing. Each item was rated on 7-point rating scale ranging from strongly disagree to strongly agree with a score 1 to 7. The questionnaire was divided into three subscales which measured Organizational climate using 22 items; Organizational culture using 38 items; and Managerial effectiveness using 29 items.

The results of the study revealed significant influence of Organizational Climate and Organizational Culture on Managerial Effectiveness of managers of private and public organizations. On the other hand, t-test revealed significant difference between managers categorized under public and private organizations on all the measured variables. The findings imply that the organizations in both the sectors need to understand and improve organizational climate and organizational culture and provide suitable interpersonal atmosphere so that the level of Managerial Effectiveness could be enhanced.

The present study is similar to Ali and Patinaik's study because it also considered influence of organizational climate on managerial activities; also used t-test on perception between state and federal colleges just like their private and public organizations. On the other hand, their study is different from the present study because they studied both organizational climate and organizational culture together as they

affect managerial effectiveness. They studied only managers in corporate organization whereas the present study considered managers, lecturers and non-academic staff of service institutions (colleges of education). They used convenient sampling technique for data collection which is capable of introducing bias in the study thereby affecting the result of the findings. The current study employed stratified and proportionate sampling technique so as to increase the precision of the result or findings.

In another study conducted in Malaysia in 2013, a group of researchers (Salamat, Samsu and Kamalu) focused on: The impact of Organizational Climate on Teachers' Job Performance. The purpose of the study was to examine the relationship of organizational climate and teachers' job performance. Based on the research objectives, the researchers used descriptive co-relational survey design as it described teachers' perception on the variables: organizational climate, job performance and the relationship between these two variables. Three research questions were raised and answered by the study.

A simple random sampling was employed to obtain the sample subjects and 37 respondents were selected. The instrument for data collection was questionnaire; adopted and adapted from Raza (2010) and employed 7-point Likert scale to indicate respondents' response on each item.

The results of the study showed that the majority of teachers studied in the Klang district of Malaysia demonstrated low level of job performance, few showed moderate level and surprisingly none showed high level of job performance. Thus, the analysis showed that the level of teachers' job performance was low. Hence, it was inferred that secondary school teachers in the Klang district were less likely to carry out the given tasks (Griffin,2012) such as lesson preparation, teaching and extracurricular activities (Adeyemi,2008). The findings of the study also showed that the levels for all teachers' behaviour dimensions are low. This inferred that teachers might work as a team and are committed to their work. Thus, organizational climate was found to be a significant factor that could affect teachers' job performance. Also in the study, the organizational climate of the school was found to be unhealthy and the crucial reason for staying in the job was the salary as a means of livelihood.

The current researcher also used survey method and questionnaire as an instrument for data collection. In addition, interview in form of discussions was used to elicit information to complement the responses from the questionnaire which was needed

for discussion in the course of analysis. The analysis was based on descriptive statistics by employing percentage frequency tables, mean, standard deviation for all items and ANOVA for analysis of variations; and the use of t-test to determine the difference in perception between state and federal colleges.

In another research, Jyoti focused on: The Impact of Organizational Climate on Job Satisfaction, Job Commitment and Intention to Leave: An Empirical Study. The study was carried out in India in the University of Jammu in 2013. The aim of the study was to find out how organizational climate can affect job satisfaction, job commitment and job turnover/ intention to leave. The researcher used evaluative cum diagnostic method to survey the perception of 820 teachers from four Universities in India. The measurement scale used for the data collection was questionnaire.

Thus, a self designed questionnaire by consulting the previous research and experts was designed consisting of four parts : Organizational Climate scale that consisted of twenty one statements emphasizing on role clarity, team-spirit, Organizational structure, management and administration, reward, professional growth, participative decision-making, service rules and image of Organization regarding teaching and research. Job Satisfaction Scale: The questionnaire has been prepared on the guidelines of Job Descriptive Index (JDI), Smith, Kendall and Hulin (1969), the validity of which already stands tested, Angelo, Frances, Chester and Kenneth (2002). JDI measures job satisfaction on the basis of five parameters i.e., Job itself, Pay and rewards, Superior's behaviour, Colleagues' behaviour and Promotion. In order to gather complete information two more dimensions have been added; that is, physical environment and attitude towards students. Likert's five points scale and summated scale have been used for measuring attitudes.

Job commitment: has been measured on the basis of single item i.e., "you are committed to your job". And, Intention to leave: has been measured on the basis of two items i.e., "you would like to change your job" and "you would like to shift to another job on the same pay". The present study is similar to Jyoti's work because both dealt with context and content factors in school. However the difference is that the present study considers organizational climate as a system not in single parameters like job commitment, intention to leave and so on.

2.5 Summary

The related literature reviewed in this chapter revealed that organization climate variables particularly in Colleges of Education (COEs) was a result of behavioural relationship between the administrator (school manager) and employees. In other words, the organizational climate is a function of manager's behaviour and employees' behaviour that determines the outcome of organizational goals. Therefore, the literature viewed organizational climate as a collective perception of work environment by the individuals within the system which can impact on their behaviour.

On the other hand, concept of organizational climate, factors influencing organizational climate, managerial effectiveness in organizational climate and the difference between organizational climate and organizational culture were reviewed. This was done to clearly define the distinctiveness and measurable attributes of climates which can be quantified. Hence, types of organizational climate identified. More so, the likely behavioural components of both the management and subordinates were covered at COEs to determine its organizational climate effectiveness towards achieving the goals of education.

Communication as the life-wire of any organization was reviewed. No meaningful activities will take place in COEs without communication, and in any other organization for that matter. Thus, communication is considered as an inseparable tool in the hands of school manager whose managerial functions basically rest on interactions with employees to achieve school goals and objectives.

Similarly, motivating employees has become one and essential factor in school management for achieving individual and organizational goals. Thus, bearing in mind that the most essential element in any organization is human resource gave impetus to focus on managing employees' behaviour. Hence, some modern theories of motivation which stress human relations skills were reviewed to bring to light the intrinsic and extrinsic factors that motivate people to high performance. This reflects the content theories of motivation which deals with "what" people want from their jobs in form of needs; and process theories which considers "how" people are motivated by looking at the work situations or environment.

More so, what people want from their jobs that motivate them and influence organizational climate were considered by drawing from the two dimensions of

motivating factors; since the absence of either of them might lead to dissatisfaction, frustration, and low productivity; which invariably tense the climate of organization and depicts inefficiency in management. Meanwhile, empirical review of various studies carried out nationally and internationally related to the current study on Perceptions of Stakeholders on the Prevailing Organizational Climate in Colleges of Education in North-West Zone of Nigeria were considered. Finally, the uniqueness of this study that necessitated the investigation was also stated.

2.6 Uniqueness of the Study

The present study is unique considering the fact that human component in organization is unique and affected by circumstances within his environment, referred to as climate. Thus, the present study examined the multiple dimensions of climate together as a system and at college of education level, rather than, as individual dimensions. This is because different educational attributes (people, structures and process) are likely to mutually reinforce one another, making the total effect greater than the sum of individual dimensions.

It explored the actions and inactions of both the management and subordinates that made up the stakeholders in the institution with regards to their perceptions on prevailing organizational climates. Other studies basically dealt with either the management or subordinates. Therefore, the present study is more elaborate which surveyed the perceptions of stakeholders as a whole not in part, giving a full range of views and better understanding of interpersonal relation despite the human behavior dynamics.

More so, to the best of my knowledge, most studies were carried out at either university or secondary school level, leaving the intermediate level (College of Education) with little or no research of this nature. Hence, the researcher carried out this study on the perceptions of stakeholders on prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria to fill the gap of coverage and level which other reviewed literature did not fill.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the sequential and logical order of how the study was carried out. It focused on the methodology and procedures the researcher applied in collecting and treatment of data to achieve the objectives of this study. It is presented under the following subheadings:

- Research design;
- Population of the study;
- Sample and sampling procedure;
- Instrumentation;
- Validity of the instrument;
- Pilot study;
- Reliability of the instrument;
- Procedure for data collection; and
- Procedure for data analysis

3.2 Research Design

This study adopted survey research design. A research design is a plan or blueprint which specifies how data relating to a given problem should be collected and analysed (Nworgu, 2006). The main functions of research design are to provide information for the collection of relevant evidence with minimal expenditure of effort and time (Ali and Patnaik, 2014). It depends mainly on the research objectives and hypotheses.

Hence, keeping in view the objectives and hypotheses of the present study, a descriptive survey study was chosen because it described the respondents' perceptions on the variables that make up the organizational climate. However, descriptive survey research is concerned with the collection of data for the purpose of describing and interpreting existing conditions; but the central purpose of descriptive research is the discovery of the meaning of existing conditions (Nworgu, 2006). It can be used to obtain information about people's thoughts, feelings, attitudes and opinions.

The survey design was appropriate for this study considering the fact, that the organizational climate variables - under study were observed in their natural setting.

According Ali (2006), a survey is a descriptive study which uses the sample data of an investigation to document, describe, and explain what is existent or non-existent, on the present status of a phenomenon being investigated. Thus, the researcher was only interested in observing what was happening to sample subjects and obtained information using questionnaire without any attempt to manipulate or control them.

Consequently, the researcher surveyed the perceptions of stakeholders (lecturers, non-academic and management staff) on the prevailing organizational climates in Colleges of Education in North-West Zone of Nigeria. Specifically, the survey covered such area that make up the dimensions of employees' behaviour which reflected such management behaviours as: management's style, decision making, communication, professional support, conflict resolution, reward system, and feedback embedded in the six dimensions of organizational climate.

3.3 Population of the Study

The population of this study comprised all the school managers, lecturers and non-academic staff of all the Colleges of Education in North-West Zone of Nigeria. This level of educational institution was chosen because it provides direct manpower to the nation; and it is assumed that ideal organizational climate that can prevail through effective management at this level is needed more than anything else so as to provide solid foundation for University education of youths and help to reduce frustration amongst lecturers, non-academic staff and school managers for improved performance. Meanwhile, the population was predominantly the Hausa/Fulani by tribe but with different ethnic groups and different cultural background that characterize organizations.

However, the population of this study was the Colleges of Education in Nigeria while the target population was the Colleges of Education in the North-West Zone of Nigeria. The target population comprised 13 colleges of education among which were 7 state COEs and 5 federal COEs. Meanwhile, all the management staff, lecturers and non-academic staff in these colleges constitute the target population of the subjects under study. Thus, the total population of subjects studied was 2,420. Hence the distribution of population by colleges, types, and location, is shown in table 1.

Table 1: Population of Colleges of Education in North-West Zone of Nigeria

S/N	Names of Colleges of Education	Type	Location
1	Adamu Augie College of Education, Argungu	State College of Education	Argungu, Kebbi State
2	Federal College of Education (Technical), Bichi	Federal College of Education	Bichi, Kano State
3	Federal College of Education (Technical) Gusau	Federal College of Education	Gusau, Zamfara State
4	Federal College of Education Zaria.	Federal College of Education	Zaria, Kaduna State
5	Federal College of Education, Kano	Federal College of Education	Kano City Kano State
6	Federal College of Education, Katsina	Federal College of Education	Katsina, Katsina State
7	Isa Kaita College of Education, Dutsin-Ma	State College of Education	Dutsin –Ma Katsina State
8	Jama'Atu College of Education (JACE), Kaduna	State College of Education	Kaduna , Kaduna State.
9	Jigawa State College of Education, Gumel	State College of Education	Gumel, Jigawa State
10	Kaduna State College of Education, Gidan Waya, Kafanchan	State College of Education	Kafanchan, Kaduna State
11	Sa'adatu Rimi College of Education Kumbotso , Kano	State College of Education	Kumbotso, Kano State
12	Shehu Shagari College of Education, Sokoto	State College of Education	Sokoto, Sokoto State
13	Zamfara College of Education Maru	State College of Education	Maru, Zamfara State

Source: Researcher's Field Work, 2016

3.4 Sample and Sampling Procedures

Since the population under study is relatively large (all lecturers, management and nonacademic staff in the 13 Colleges of Education in North-West Zone of Nigeria), a portion of this population was drawn. In other words, this study made use of sample subjects which was drawn from the population through a definite procedure. The sample is shown in table 2 below.

A sample is, therefore a smaller group of elements drawn through a definite procedure from a specified population for inclusion in a study and from which the researcher hopes to gain generalizable knowledge about the whole population (Nworgu, 2006). Hence, the primary concern of this study is to draw generalizations about the population based on the data obtained from the sample.

Consequently, this study employed simple stratified random sampling to draw the colleges studied. A proportionate sampling technique was used to select lecturers. The simple stratified random sampling was adopted to select three states and two federal COEs to get the five colleges of education out of the population of 13 colleges. A sample of 333 lecturers was drawn out of the population of 2,360 according to the required sample size from the Research Advisors Statistical Table (Okoro and Liman, 2006). The Research Advisors, stated that, a sample of 333 be drawn from a population of 2,500 subjects. Since the population (2,360) of this study fall within the stipulated range, then the sample of 333 subjects was appropriate.

Specifically, proportionate sampling technique was adopted in selecting the lecturers since the number of lecturers, vary tremendously with different colleges. Thus, for fair representation, school with more number of academicians produced more samples. In addition, four management staff comprising the provost, deputy provost, Registrar, and Bursar made up the Managers under study that responded to the questionnaire. This implies 20 management staff from the five colleges. Also the nonacademic staff was selected at random to get 40 of them. That is, in the distribution of 10 subjects each from the three most populous colleges and 5 each from the two least populated ones. Altogether, gave a sample of 393 subjects that were studied. Only colleges of education were used for the study so as to ensure homogenous sample. Meanwhile, the rationale for employing random sampling in respect of colleges and lecturers' selection respectively is:

- To be unbiased in the selection;
- To maintain the idea that the main body of statistical theory is built around the idea of randomness;
- To increase the precision of the result and finally,
- To access the valid level of this precision and the degree of uncertainly of the conclusion.

Table 2: Population and Sample Size from Sampled Colleges of Education in North-West Zone of Nigeria

Names of Colleges of Education	Type	Location	Sample of Managers	Population of lecturers	Sample of lecturers	Non Acad. Staff
Adamu Augie College of Education, Argungu	State College of Education	Argungu, Kebbi State	4	174	25	5
Federal College of Education (Technical) Gusau	Federal College of Education	Gusau, Zamfara State	4	200	28	5
Federal College of Education Zaria. Kaduna State	Federal College of Education	Zaria, Kaduna State	4	800	113	10
Sa'adatu Rimi College of Education, Kumbotso, Kano	State College of Education	Kumbotso, Kano State	4	504	71	10
Shehu Shagari College of Education, Sokoto	State College of Education	Sokoto, Sokoto State	4	682	96	10
TOTAL		**20**		**2360**	**333**	**40**

Source: Researcher's Field Work, 2016

3.5 Instrumentation

The instrument adopted in this study was questionnaire survey, as it has good acceptability, quick response, core consistency, and easy to conduct, Bourdon *et al* (2005). A self-structured questionnaire based on 5 point Likert rating scale of measurement was employed for data collection. It was designed by the researcher based on the issues contained in the research questions and the hypotheses. This is in line with the opinion of Best (1981) who posited that a questionnaire is used when factual information is desired to gather data. The questionnaire was also backed up with personal observations by the researcher of the situation under study. This was meant to complement the responses of the respondents obtained from the questionnaire. In line with this, Akinsanya (1987) remarked that when two or more different reliable methods of data collection are used in a study, more facts are revealed which might elude each of the instruments when used separately.

The questionnaire 'Perceptions of Stakeholders on the Prevailing Organizational Climates (PSPOC) in Colleges of Education in North-West Zone of Nigeria' was structured on the Likert rating scale of strongly agreed to strongly disagree. The weight of the responses runs from 5 points to 1 point or in a reverse depending on the phraseology. That is, positive statements run on the scale of Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly disagree (1). In the case of negative statements, reverse is the case (1 to 5 points).

The questionnaire, (PSPOC) was divided into 7 sections. Section A was Demographic Profile of respondents; Section B to G was Organizational climate variables. Section A measures 7 items of respondents' demographic details such as status, gender, age, educational qualification, years of teaching experience, ownership of the college and location. Organizational climate variables scale contains 60 items. The questionnaire was self administering scale which is eminently suitable for group as well as individual testing.

Notably, there was no established number of categories that deemed optional for research scaling. In practice, scales of five categories are typical, Rechled (2003), Grigoroudis and Sikes (2002). Also, Lassits and Greche in Adeniji (2011) in an investigation of the effects of scale points on reliability concluded that scale reliability

increases with the number of intervals, five points or more being more reliable than 4, 3, or 2 points. Hence, this was the bases for the researcher's choice of five points rating for the present study. It was designed in such a way that the respondents responded with a simple tick (√).

3.5.1 Validity of the Instrument

Validity is the extent to which an instrument measures the variable it is intended to measure, Nworgu (2006), Asika (2000). In other words, the validity of a measuring instrument (such as questionnaire) is the extent to which it serves the purpose for which it has been designed. Every measuring instrument is designed for a specific measurement. If it is correctly designed, it measures what it is supposed to measure, otherwise it is invalid. According to Polit and Hungler (1991), there are four types of validity for measuring instruments designed to collect quantitative data, these are; Construct validity, Content validity, Criterion validity and Face validity.

However, for this study, content validity and face validity are applicable and are discussed below:

Content validity of an instrument is the degree to which a test appears to measure a concept by logical analysis of the items. The emphasis is on adequate coverage by the instrument of the scope implied by the topic of study. Content validity is to ensure that all the relevant dimensions of the topic are being fully explored; and that, the measuring instrument adequately covers all the dimensions or at least a good representation of all the dimensions of the topic of research. In fact, the most obvious type of scientific validity evidence is based on the content and face validity. According to Ary, Jacobs and Razaviech (2002), content and face validity can be established by having a competent team who are familiar with the purpose of the study to vet the items and instruments to be used, in order to judge whether they are appropriate for measuring what they are supposed to measure.

On the basis of aforementioned facts, panel of experts in Educational Administration and Planning from Ahmadu Bello University (A.B.U), Zaria reviewed the objectives of the study and questionnaire items, especially the researcher's three supervisors, and decided on the appropriateness of the item statements. They ensured that all the questions asked in the questionnaire fully exhaust all that are implied by the research questions and hypotheses. Thus, the following people took part in the evaluation

of the content validity: a statistician, the researcher‘s supervisor, co-supervisors and the senior colleagues in the field. They examined each item and make judgments on the test items to ensure they represent adequate hypothetical content in correct proportions, paying particular attention to their relevance to the subject matter and their coverage of the entire topic of study. Their observations, comments, suggestions and recommendations were used to produce the final version of the instrument.

3.5.2 Pilot Study

A pilot study was conducted to establish the adequacy and reliability of the instrument in wording, content, question sequencing and free from bias. It is a way of providing ideas for modifications and to test the relevance of the instrument to the environment in which the respondents are employed. The pilot test for this study was carried out in College of Education, Maru, Zamfara state, Nigeria. The researcher administered 20 copies of the questionnaire to the management, lecturers and non-academic staff of the college personally to assess the reliability of the instrument. The copies of the questionnaire were distributed randomly thus: 2 copies to the management, 15 copies to lecturers and 3 copies to non-academic staff in the college. These were collected for computation to test the reliability, at probability value of less than 0.05.

3.5.3 Reliability of the Instrument

The reliability of the instrument of this study was achieved by use of statistical approach. That is, reliability coefficient was found using the statistical package for social sciences (SPSS) to determine the Crombach alpha level. Reliability is the extent to which the same instrument of measurement or test is repeated and similar results obtained. It refers to the consistency of the measurement with each level of repeated cases, and the same scores are received approximately. Asika (2000) defined reliability as the consistency between independent measurements of the same phenomenon. Specifically, the split-half method was used as well as Cronbach’s alpha coefficient.

However, copies of the questionnaire were distributed to the respondents on a single administration. Two sets of scores were obtained by splitting the test into two equal halves. Then, the two sets of scores were correlated using Pearson r, correlation coefficient. The resulting coefficient gave the reliability estimate for one half of the test. The reliability of the whole instrument was obtained by applying the Spearman-Brown Prophecy formula;

rt = 2r/1+r, where, rt = total reliability, r = Pearson r (obtained from the half).

However, Pearson Product Moment Correlation Coefficient (PPMR) at 0.05 level of significant was used to test the level of significance of the calculated alpha. If the value of r is equal or above 0.5, then, the instrument is reliable but if less, it is not reliable. Hence, the reliability coefficient obtained in this study was 0.76. This implied that the instrument was reliable enough and suitably used for this study.

3.6 Procedure for Data Collection

The use of questionnaire was adopted due to its wide applicability and relevance in covering a large sample subjects which this study dealt with. A set of questionnaire was used for the study. A self-structured questionnaire was administered by the researcher through personal contact and with the help of two research assistants. The research assistants were trained by the researcher prior to the administration of the instrument for data collection. The administration of the instrument by the researcher and research assistants was effected through face to face interaction; and collection was done based on agreed date with respondents. However, both qualitative and quantitative data were collected. The quantitative data were the results of the randomly sampled respondents' opinion and the qualitative data were collected from text books, journals, internet, as well as through researcher's observation and discussions with some respondents. This was meant to complement the results of the quantitative questionnaire in describing the organizational climate.

The questionnaire was duplicated according to the number of the sample subjects. A total of three hundred and ninety-three (393) copies of questionnaire were administered to the respondents and all were successfully retrieved. Although, a little more copies were administered to account for loses. Telephone calls were also employed to stir up some respondents into completing and returning the questionnaire.

3.7 Procedure for Data Analysis

The research statistical tools used in this study were descriptive such as percentage frequently tables, mean, standard deviation and Analysis of Variance (ANOVA). Meanwhile the parametric statistics employed in the analysis was t-test. The t-test was employed to assess whether the means of two groups are statistically different from each other. Analysis of Variance (ANOVA) was needed to test the hypotheses for significant difference in perception among the three (3) groups of respondents. Also, t-

test was used to estimate the difference in perception between federal and state colleges of education. That is, to ascertain the degree of significant difference of the measured variation with regards to institution status. The percentage level of significant employed was 0.05 ($p<0.05$) using the Statistical Package for Social Sciences (S.P.S.S). The acceptability or rejection of the Null hypotheses was thereafter determined.

The significant level of the statistics placed at 0.05; implies five percent (5%) probability of committing type 1 error which represents a rejection of a hypothesis that is actually true. The use of this level of significant is considered most valued for studies that are related to Arts, Social Sciences and Education, Best (1981). The reason being that in these areas there are enough rooms for the emergence of diverse opinions over an issue or a phenomenon.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter deals with data presentation, analysis, as well as discussion of data related to issues raised in chapter one. More so, answers to the research questions were provided in the summary of major findings. Such issues raised were considered as follows:

1. Perceptions of stakeholders on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria;

2. Perceptions of stakeholders on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria;

3. Perceptions of stakeholders on the prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria;

4. Perceptions of stakeholders on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria;

5. Perceptions of stakeholders on the prevailing paternal organizational climate in Colleges of Education in North-West Zone of Nigeria;

6. Perceptions of stakeholders on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria; and

7. Difference in perceived organizational climate between state and federal Colleges of Education in North-West Zone of Nigeria

4.2 Analysis of Demographic or Bio-Data of the Respondents

The demographic variables of the respondents (stakeholders) under study were presented in a tabular form and analyzed using percentage frequency distribution. Table 3 gives the details.

Table 3: Demographic Data of Respondents (Stakeholders)

S/N	Bio-Data	Category	Frequency	Percentage	Total
1	Status	Lecturers	333	84.7	393 (100)
		Non-Academic Staff	40	10.2	393 (100)
		Management Staff	20	5.1	393 (100)
2	Gender	Male	226	57.5	393 (100)
		Female	148	37.7	393 (100)
		No response	19	4.8	393 (100)
3	Age	21-30 years	31	7.9	393 (100)
		31-40 years	128	32.6	393 (100)
		41 and above	220	56.0	393 (100)
		No response	14	3.6	393 (100)
4	Educational Qualifications	PhD	50	12.7	393 (100)
		Master's	238	60.6	393 (100)
		Bachelor's Degree	73	18.6	393 (100)
		HND	15	3.8	393 (100)
		NCE/OND	17	4.3	393 (100)
		Others			
5	Years of Teaching Experience	Less than 3 years	30	7.6	393 (100)
		4-6 years	45	11.5	393 (100)
		7-10 years	81	20.6	393 (100)
		More than 10 years	204	51.9	393 (100)
		No response	33	8.4	393 (100)
6	Ownership of College	Federal	73	18.6	393 (100)
		State	308	78.4	393 (100)
		Non response	12	3.1	393 (100)
7	Location of College	Kaduna	55	14.0	393 (100)
		Kano	64	16.3	393 (100)
		Kebbi	34	8.7	393 (100)
		Sokoto	207	52.7	393 (100)
		Zamfara	21	5.3	393 (100)
		No response	12	3.1	393 (100)

Source: Researchers Field Work 2017

From table 3, it is obvious that the majority of the respondents were lecturers (academic staff, 84.7%), non-academic staff (10.2%) and management staff (5.1%). Ideally, the responses should have the credibility of near accuracy of information, considering the fact that the organizational climates' measure reflects more on management actions which can best be described by the subordinates (lecturers and non-academic staff). Thus, it is expected that the lecturers provided unbiased and authentic responses.

The respondents constitute more of male (57.5%), while female was (37.7%) and 4.8% of respondents did not state their gender. The table also showed that 56.0% of respondents were 41 years old and above; and 32.6% were between 31 and 40 years, indicating that the staff in the Colleges of Education in the North-West Zone of Nigeria were mature enough to handle adults at that level of educational institution, and can provide necessary information needed for this study. In addition, it is shown in the table that majority of the staff were master's degree holders (60.6%) and PhD (12.7%), which is a welcome development. This shows that Colleges of Education in the North-West Zone of Nigeria have qualified staff whose behaviours are expected to complement that of the management staff for positive organizational climate. Moreover, 51.9% of the staff had more than 10 years of experience in teaching; and therefore capable of providing clear responses to the prevailing organizational climates in the colleges.

Table 3 also showed that state colleges of education generated more respondents (78.4%) whereas the federal colleges generated 18.6% respondents among the colleges in the North-West zone of Nigeria. Meanwhile, 3.1% of the respondents did not indicate the ownership of the college. More of the respondents (52.7%)were located in Sokoto state, 16.3% located in Kano state; while 14.0%, 8.7%, and 5.3% of respondents were located in Kaduna, Kebbi and Zamfara states respectively.

4.3 Responses of the Respondents (Stakeholders) to the Research Questions.

This section considers the responses of the stakeholders (Lecturers, management and non-academic staff) of colleges of education in North-West Geographical zone of Nigeria. These responses addressed the research questions earlier raised in chapter one,

by providing answers to such questions regarding the six organizational climates under study.

4.3.1 Opinions of Stakeholders on the Prevailing Open Organizational Climate in Colleges of Education in the North-West Zone of Nigeria.

This section carries the analysis of responses of 3 categories of respondents, using frequency tables and simple percentages. Responses of respondents on items 1-10 in the questionnaire are used. The items sought the opinions of the respondents on the perception of stakeholders on the prevailing open organizational climate in colleges of education. Details of the respondents' responses are presented in the table 4.

However, the researcher collapsed the data into three categories, namely: Agree, Undecided and Disagree. In other words, the 5 point rating scale of Strongly Agree and Agree responses were merged and labeled Agree because both are in the agreement zone. While the Disagree and Strongly Disagree responses were merged and labeled Disagree as both are in the disagreement zone. The Undecided response still stands. This was done in order to condense the data to give more articulate and clearer information. Therefore, in the course of analysis of data below in the percentage frequency distribution tables, three columns used are: Agree, Undecided and Disagree.

Table 4: Opinions of Respondents on the Prevailing Open Organizational Climate in Colleges of Education in North-West Zone of Nigeria

			Responses					
			Agree		Undecided		Disagree	
S/N	Item Statement	Categories	F	%	F	%	F	%
1	The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions	Academic Staff	249	76.0	13	3.9	67	20.1
		Non-Academic Staff	26	65.0	3	7.5	11	27.5
		Management Staff	16	80.0	1	5.0	3	15.0
2	The management style in the college encourages employees to participate in decision making	Academic Staff	132	39.6	32	9.6	169	50.7
		Non-Academic Staff	25	62.5	4	10.0	11	27.5
		Management Staff	15	75.0	-	-	5	25.0
3	There is cordial relationship between the management and other staff in the college as it welcomes suggestions on personnel needs	Academic Staff	240	72.1	36	10.8	57	17.1
		Non-Academic Staff	21	77.5	1	2.5	8	20.0
		Management Staff	14	70.0	-	-	6	30.0
4	There is an atmosphere of co-operation in the college, which helps to improve performance because the leader manages conflicts effectively	Academic Staff	193	58.0	66	19.8	74	22.2
		Non-Academic Staff	21	52.5	6	15.0	13	32.5
		Management Staff	14	70.0	1	5.0	5	25.0
5	In the college, there is feeling of general good fellowship and helpfulness among members as merit is given due consideration in assigning responsibilities.	Academic Staff	231	69.4	47	14.1	55	16.5
		Non-Academic Staff	34	85.0	4	10.0	2	5.0
		Management Staff	14	70.0	-	-	6	30.0
6	In the college, there is high degree of confidence reposed on the management as it ensures prompt rewards	Academic Staff	145	43.5	102	30.6	86	26.8
		Non-Academic Staff	18	45.0	13	32.5	9	22.5
		Management Staff	14	70.0	1	5.0	5	25.0
7	The management in the college, provides feedback to employees leading to improved performance	Academic Staff	143	42.9	56	16.8	134	40.2
		Non-Academic Staff	28	70.0	3	7.5	9	22.5
		Management Staff	15	75.0	-	-	5	25.0
8	The management in the college, usually organizes staff training in form of seminar/workshops to update knowledge	Academic Staff	124	37.2	41	12.3	168	50.4
		Non-Academic Staff	22	55.0	10	25.0	8	20.0
		Management Staff	12	60.0	2	10.0	6	30.0
9	The management in the college, communicates appropriately with employees that make them feel free to express opinions,	Academic Staff	111	33.3	77	23.1	145	43.5
		Non-Academic Staff	20	50.0	9	22.5	11	27.5
		Management Staff	14	70.0	3	15.0	3	15.0
10	The way and manner disciplinary measures are handled in my college by the management is satisfactory.	Academic Staff	212	63.7	26	7.8	95	28
		Non-Academic Staff	25	62.5	7	17.5	8	20.0
		Management Staff	14	70.0	-	-	6	30.0

From table 4, the three categories of respondents academic staff, non-academic staff and management staff agree (76%, 65%, and 80%) respectively that the management in the Colleges of Education in North-West Zone of Nigeria are sensitive and supportive to the workers as depicts in item 1. It shows that the management motivates workers towards fulfilling their career ambitions. Although the management and non-academic staff agree (75%, 62.5%) that employees participate in decision making in the college, but the lecturers' level of agreement is less than average (39.6%) , and disagree (50.7%) whereas 10.0% of the lecturers have no opinion on the issue. In other words, lecturers' opinions differ from that of management and non-academic staff; which implies that lecturers were not adequately involved in decision making in the college.

The three categories agree that there is cordial relationship between the management and the staff as well as atmosphere of cooperation as shown in item 3 and 4. Meanwhile, the lecturer's position in item 4 is not as strong as the management's. Also item 5 shows that management and non-academic staff strongly opined that there is feeling of general good fellowship and helpfulness among members of the college and merit is given due consideration in assigning responsibilities.

However, item 6 shows that the academic and non-academic staff did not have confidence in the management with regards to reward system used in the college. Likewise, table 4.1 shows the perception of academic staff in items 7(42.9%), 8(32.2%) and 9(33.3%) that the managements of the Colleges of Education in the North-West Zone of Nigeria are found wanting in such areas as providing feedback to academic staff to improve performance, staff training and communication.

Table 4 also shows in item 10 that the way and manner disciplinary measures are handled in the college are satisfactory to the management staff (70%), lecturers (63.7%) and non-academic staff (62.5%), which are above average level responses.

4.3.2 Perceptions of Stakeholders on the Prevailing autonomous Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

This section carries the analysis of responses of 3 categories of respondents, using frequency tables and simple percentages. Responses of respondents on items 1-10 in this domain of the questionnaire are used. The items solicited the opinions of respondents on the perception of stakeholders on the prevailing autonomous organizational climate in colleges of education. Details of respondents' responses are presented in table 5.

Table 5: Opinions of Respondents on the Prevailing Autonomous Organizational Climate in Colleges of Education in North-West Zone of Nigeria,

S/N	Item Statement	Categories	Responses					
			Agree		Undecided		Disagree	
			F	%	F	%	F	%
1	The college climate offers enough freedom to carry out my duty	Academic Staff	239	71.8	28	8.4	66	19.8
		Non-Academic Staff	33	82.5	3	7.5	4	10.0
		Management Staff	16	80.0	-	-	4	20.0
2	The management in the college welcomes suggestions from staff while planning	Academic Staff	156	46.8	63	18.9	114	34.2
		Non-Academic Staff	18	45.0	17	38.0	5	12.5
		Management Staff	16	80.0	-	-	4	20.0
3	I feel happy about my job because it fits my skills	Academic Staff	299	89.7	19	5.7	15	4.5
		Non-Academic Staff	27	67.5	9	22.5	4	10
		Management Staff	19	95.0	1	5.0	-	-
4	The college offers opportunities for exercising individual initiative	Academic Staff	198	59.5	57	17.1	78	23.4
		Non-Academic Staff	19	47.5	11	27.5	10	25.0
		Management Staff	14	70.0	3	15.0	3	15.0
5	The management in the college, provides employees with adequate information about policy	Academic Staff	164	49.2	56	16.8	113	33.9
		Non-Academic Staff	15	57.5	15	37.5	10	25.0
		Management Staff	16	80.0	-	-	4	20.0
6	The management in the college, provides me with feedback after evaluation	Academic Staff	172	51.6	64	19.2	97	29.1
		Non-Academic Staff	23	57.5	5	12.5	12	30.0
		Management Staff	15	75.0	1	5.0	4	20.0
7	The management structure in my college, ensures that adequate record keeping is maintained to identify employee needs	Academic Staff	231	69.4	40	12.0	62	18.6
		Non-Academic Staff	30	75.0	7	17.5	3	7.5
		Management Staff	16	80.0	-	-	4	20.0
8	The management in the college organizes meetings to solicit ideas from staff	Academic Staff	173	51.9	50	15.0	110	33.0
		Non-Academic Staff	25	60.0	3	7.5	12	30.0
		Management Staff	16	80.0	-	-	4	20.0
9	The management in the college encourage staff to undergo in-service training	Academic Staff	250	75.0	47	14.1	36	10.8
		Non-Academic Staff	21	52.5	11	27.5	8	20.0
		Management Staff	17	85.0	-	-	3	15.0
10	The management in the college, communicates the real worth of staff through the reward system in use	Academic Staff	118	35.4	64	19.2	151	45.3
		Non-Academic Staff	13	32.5	12	30.0	15	37.5
		Management Staff	11	55.0	2	10.0	7	35.0

Table 5 shows that the three categories of respondents (lecturers, non-academic staff and management staff) agree with high level percentages (of above 50%) in items 1, 3 and 7 respectively. It clearly shows in item 2, 5 and 10 that both academic and non-academic staff level of agreement recorded below average (46.8% and 45.0%, 49.2% and 37.5%, 35.4% and 32.5%) respectively. This implies that the management in the college do not welcome staff suggestions with regards to planning; provides inadequate information about policy and reward system in use not satisfactory to employees. From the table 5, the management staff recorded high level of agreement or better put, strongly agree on items 1-9 as high as 70% and above. On the contrary, the management staff recorded barely about an average on item 10 (55.0%) which is an indication that there is yet room to improve in this aspect of behavior; where management hardly communicates the real worth of staff through the reward system in use in the college. Items 4, 6 and 8 the academic staff agree responses were merely at average level of 59.5%, 51.6% and 51.9% respectively; although they did not disagree but not very much in agreement as expected. Even the non-academic staff recorded below average on item 4(47.5%) which is in tandem with academic staff expectation of improvement in management behaviors where the college climate is expected to offer opportunities for exercising individual initiative.

4.3.3 Perceptions of Stakeholders on the Prevailing Controlled organizational Climate in Colleges of Education in North-West Zone of Nigeria.

This section carries the analysis of responses of three categories of respondents, using frequency tables and simple percentages. Responses of respondents on items 1-10 in this domain of the questionnaire are used. The items sought the opinions of respondents on the perceptions of lecturers, non-academic staff and management staff on the prevailing controlled organizational climate in Colleges of Education. Details of the respondents' responses are presented in table 6.

Table 6: Opinions of Respondents on the Prevailing Controlled Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

S/N	Item Statement	Categories	Responses					
			Agree		Undecided		Disagree	
			F	%	F	%	F	%
1	The management in the college, lays much emphasis on hard work with little concern about workers' welfare	Academic Staff	243	73.0	27	8.1	63	18.0
		Non-Academic Staff	26	65.0	4	10.0	10	25.0
		Management Staff	8	40.0	-	-	12	60.0
2	The management ensures strict supervision of employees work with minimal feedback	Academic Staff	198	59.4	45	13.5	90	27.0
		Non-Academic Staff	24	60.0	8	20.0	8	20.0
		Management Staff	10	50.0	1	5.0	9	45.0
3	The management in the college do not keep a specified time frame for recruiting staff (lack of due process)	Academic	129	38.7	73	21.9	131	39.3
		Non-academic	9	22.5	19	47.5	12	30.0
		Management	5	20.5	2	10.0	13	65.0
4	The control system in the college is rigid because employees must adhere to established rules and regulations	Academic Staff	199	59.8	53	15.9	81	24.3
		Non-Academic Staff	15	37.5	15	37.5	10	25.0
		Management Staff	8	40.0	4	20.0	8	40.0
5	Self regulation in the college is not allowed	Academic Staff	200	60.0	61	18.3	72	21.6
		Non-Academic Staff	17	42.5	13	32.5	10	25.0
		Management Staff	10	50.0	3	15.0	7	35.0
6	There is minimal participation in decision making by the staff in the college	Academic Staff	236	70.9	37	11.1	60	18.0
		Non-Academic Staff	22	55.0	10	25.0	8	20.0
		Management Staff	7	35.0	1	5.0	12	60.0
7	Staff meetings in the college are not enough to allow staff to air their views in matters affecting them.	Academic Staff	240	72.1	21	6.3	72	21.6
		Non-Academic Staff	21	52.5	4	10.0	15	37.5
		Management Staff	8	40.0	2	10.0	10	50.0
8	In the college, there is one-way communication from top to bottom	Academic Staff	200	60.0	53	15.9	80	24.0
		Non-Academic Staff	23	57.5	5	12.5	12	30.0
		Management Staff	10	50.0	4	20.0	6	30.0
9	The management in the college pays little attention to motivating staff through rewards	Academic Staff	201	60.3	67	20.1	65	19.5
		Non-Academic Staff	19	47.5	12	30.0	9	22.5
		Management Staff	6	30.0	1	5.0	13	65.0
10	In the college, conflicts are not properly managed leading to poor attitude to work.	Academic Staff	173	51.9	49	14.7	111	33.3
		Non-Academic Staff	13	32.5	3	7.5	24	60.0
		Management Staff	6	30.0	1	5.0	13	65.0

From table 6, the academic staff and non academic staff agree (73% and 65%) on item 1 that the management lays much emphasis on hard work with little concern about workers' welfare. On the contrary, the management staff do not share same view with others as it clearly shows 40% agreement, that is, the management disagree (60%) with the statement in item 1. On items 2 and 8, all the three categories of respondents agree (59.4%, 60%, 50% and 60%, 57.5%, 50%). Table 6 also shows in item 3, 4, 9 and 10 that both non-academic and management staff recorded below average on the agree response; whereas, the academic staff recorded above 50% in agreement in all the items in this section 1-10 with exception of only one item 3 (38.7%). In fact, in this item 3, the academic staff and non-academic staff neither agree (38.7%, 22.2%) nor disagree (39.3%, 30.0%). Surprisingly, almost half of the population of non-academic staff (19 out of 40) which gives a % frequency of 47.5% had no opinion on the issue. This could be attributed to inadequate information to employees with regards to planning in the college.

4.3.4 Perceptions of Stakeholders on the Prevailing Familiar Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

This section carries the analysis of responses of 3 categories of respondents, using frequency tables and simple percentages. Responses of respondents on items 1-10 in the domain of this section of the questionnaire are used. The items solicited the opinions of respondents on the perceptions of stakeholders on the prevailing familiar organizational climate in colleges of education. Details of respondents' responses are presented in table 7.

Table 7: Opinions of Respondents on the Prevailing Familiar Organizational Climate in Colleges of Education in North-West Zone of Nigeria

S/N	Item Statement	Categories	Responses					
			Agree		Undecided		Disagree	
			F	%	F	%	F	%
1	The management in the college, is more concerned with friendly relationship with workers and less of their professional development	Academic Staff	166	50.0	62	18.5	105	31.5
		Non-Academic Staff	14	35.0	8	20.0	18	45.0
		Management Staff	4	20.0	-	-	16	80.0
2	In the college, workers who show familiarity (friendliness) with the management are less committed to their primary assignment	Academic Staff	217	65.2	36	10.8	80	24.0
		Non-Academic Staff	7	17.5	15	37.5	18	45.0
		Management Staff	7	35.0	-	-	13	65.0
3	In the college, workers who show friendliness with management form cliques to intimidate others	Academic Staff	168	50.4	74	22.2	91	27.3
		Non-Academic Staff	13	32.5	11	27.5	16	40.0
		Management Staff	4	20.0	8	40.0	8	40.0
4	In the college, committed workers do not share the same view with management	Academic Staff	177	53.1	48	14.0	108	32.4
		Non-Academic Staff	19	47.5	8	20.0	13	32.5
		Management Staff	4	20.0	2	10.0	14	70.0
5	Committed workers in the college resent the way management runs the college, such as recruit staff at random without due process.	Academic Staff	167	50.1	89	26.7	77	23.1
		Non-Academic Staff	16	40.0	9	22.5	15	37.5
		Management Staff	3	15.0	2	10.0	15	75.0
6	The management in the college pays little or no attention to staff motivation	Academic Staff	184	55.2	43	12.9	106	31.0
		Non-Academic Staff	21	52.5	5	12.5	14	35.0
		Management Staff	5	25.0	1	5.0	14	70.0
7	The communication process in the college is not satisfactory	Academic Staff	198	59.4	35	10.5	100	30.0
		Non-Academic Staff	9	22.5	9	22.5	22	55.0
		Management Staff	7	35.0	-	-	13	65.0
8	In the college, conflict management is poor as the type of leadership style depicts laissez-faire	Academic Staff	123	36.9	64	29.2	146	43.8
		Non-Academic Staff	11	27.5	7	17.5	22	55.0
		Management Staff	2	10.0	4	20.0	14	70.0
9	Familiarity between the management and workers in the college is so much that the college work suffers without performance appraisal.	Academic Staff	126	37.8	58	15.9	154	46.2
		Non-Academic Staff	8	20.0	7	17.5	25	62.5
		Management Staff	1	5.0	3	15.0	16	80.0
10	The management in the college does not encourage participative decision making	Academic Staff	169	50.7	33	9.9	131	39.3
		Non-Academic Staff	14	35.0	13	32.5	13	32.5
		Management Staff	6	30.0	1	5.0	13	65.0

From table 7, it is clearly shown that in all the items in this section, the management disagree with high level percentages of above 65% except in item 3 where the disagree (40%) response is below average. Yet they (management) neither agree (20%) nor disagree (40%) in same item 3. Instead the undecided response recorded highest (40%) in this section. The details of this analysis will be discussed in due course under the subheading, discussion of findings.

However, the academic staff agrees in most cases in this domain (1-10) except in items 8 and 9 where responses in the agreement zone recorded below average 36.9% and 37.8% respectively. Although all the agree cases are merely at average level, clustering around 50% with exception of item 2 (65.2%). This implies that the management in the college were found wanting in most of the behaviours in this domain; such as due process, motivation, communication, decision making etc. hence, the climate in the college may be negative due to the threat perceived by members in the management behaviours. On the other hand, the non-academic staff only disagreed in three cases, items 7(55%), 8(55%) and 9 (62.5%); while in most cases they neither agree nor disagree; but agreed in only one item 6(52.5%) concerning inadequate motivation.

4.3.5 Perceptions of Stakeholders on the Prevailing Paternal Organizational climate in colleges of education in North-West Zone of Nigeria.

This section carries the analysis of responses of 3 categories of respondents using frequency tables and simple percentages. Responses of respondents on items 1-10 in the domain of section F of the questionnaire are used. The items sought the opinions of respondents on the perceptions of stakeholders on the prevailing paternal organizational climate in colleges of education. Details of respondents' responses are presented in table 8.

Table 8: Opinions of Respondents on the Prevailing Paternal Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

S/N	Item Statement	Categories	Responses					
			Agree		Undecided		Disagree	
			F	%	F	%	F	%
1	The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management	Academic Staff	172	51.6	62	18.6	99	29.7
		Non-Academic Staff	16	40.0	5	12.5	19	47.5
		Management Staff	6	30.0	-	-	14	70.0
2	The provost assumes to know best as such he/she does not need suggestions from others	Academic Staff	138	41.4	65	19.5	130	39.0
		Non-Academic Staff	18	45.0	8	20.0	14	35.0
		Management Staff	5	25.0	1	5.0	14	70.0
3	The management in the college is not supportive of participative decision making because staff meetings are not regular where ideas are generated	Academic Staff	170	51.0	36	10.8	127	38.1
		Non-Academic Staff	17	42.5	11	27.5	12	30.0
		Management Staff	6	30.0	-	-	14	70.0
4	The management in the college rewards positively to only staff in its good book	Academic Staff	143	42.9	80	24.0	110	33.0
		Non-Academic Staff	22	55.0	8	20.0	10	25.0
		Management Staff	4	20.0	-	-	16	80.0
5	In the college, workers are not encouraged by the management to express their difficulties for professional growth	Academic Staff	153	45.9	46	13.8	134	40.2
		Non-Academic Staff	14	35.0	11	27.5	15	37.5
		Management Staff	7	35.0	-	-	13	65
6	There is high degree of centralization of power in the college because the provost issues directives to other management team	Academic Staff	174	52.2	73	21.9	86	25.8
		Non-Academic Staff	15	37.5	12	30.0	13	32.5
		Management Staff	3	15.0	2	10.0	15	75.0
7	There is division among members of staff in the college	Academic Staff	191	57.3	49	14.7	93	27.9
		Non-Academic Staff	21	52.5	6	15.0	13	32.5
		Management Staff	3	15.0	8	40.0	9	45.0
8	The college management is indifferent about conflict resolution because of its divide and the rule tactics	Academic Staff	131	39.3	86	25.8	116	34,8
		Non-Academic Staff	16	40.0	9	22.5	15	37.5
		Management Staff	6	30.0	-	-	14	70.0
9	Employees show little or no trust to the management in the college due to poor motivation which makes them less productive as they feel unsupported and alone.	Academic Staff	175	52.5	46	13.8	112	33.6
		Non-Academic Staff	16	40.0	9	22.5	15	37.5
		Management Staff	6	30	2	10.0	12	60.0
10	The management in the college do not provide specific feedback to workers thereby preventing innovation and creativity	Academic Staff	171	51.3	33	9.9	129	38.7
		Non-Academic Staff	19	47.5	4	10.0	17	42.5
		Management Staff	6	30.0	-	-	14	70.0

From table 8, it is clearly shown that in all the items in this section the management disagreed strongly with percentages from 65% and above; except in item 7 (45%). On the contrary, it is only in item 7 that both the academic and non-academic staff agreed (57.3%, 52.5%) together in this section of the questionnaire. In other words, both of them agreed that there is division among members of staff in the college. While the management did not agree (15%), yet the percentage of disagree is below average; instead the undecided at such level of 40% is the highest in the section. This suggests something cynical; how could 40% of management not have any opinion on such issue? Details are in 4.10. However, in this section of the questionnaire the percentage responses spread so much, particularly between academic and non-academic staff, that in some cases (items 2, 5, and 8) they neither agree nor disagree with the statements in the questionnaire; and in others either of them is found in the same dilemma. More so, the areas where they agreed are merely at average levels clustering around 50%. Even so, the academic staff agreed in most items 1(51.6%), 3 (51%), 6(52.2%), 7(57.3%), 9(52.5%) and 10(51.3%) and yet on the average seem not quite different from that of non-academic staff. Therefore, the management behaviour was not satisfactory leading to negative climate. The two responses were closer. This suggests overlap of identifiable paternal behavioural characteristics and difficulty in choices but still measures paternal climate as could be seen in the discussion of findings.

4.3.6 Perceptions of Stakeholders on the Prevailing closed organizational Climate in Colleges of Education in North-West Zone of Nigeria.

This section carries the analysis of responses of three categories of respondents, using frequency tables and simple percentages. Responses of respondents on items 1-10 in the domain of section G of the questionnaire are used. The items solicited the opinions of respondents on the perceptions of stakeholders on the prevailing closed organizational climate in Colleges of Education. Details of respondents' responses are presented in table 9.

Table 9: Opinions of Respondents on the Prevailing Closed Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

S/N	Items	Categories+	Responses					
			Agree		Undecided		Disagree	
			F	%	F	%	F	%
1	The management in the college is insensitive and unsupportive leading to ineffective commitment by employees	Academic Staff	150	45.0	63	18.9	120	36.0
		Non-Academic Staff	11	27.5	17	42.5	12	30.0
		Management Staff	5	25.0	-		15	75.0
2	The management style in the college discourages employees to contribute in decision making process	Academic Staff	167	50.1	51	15.3	115	34.5
		Non-Academic Staff	15	27.5	5	12.3	20	50.0
		Management Staff	4	20.0	-	-	16	80.0
3	The relationship between the management and employees in the college is not cordial as it disregards suggestions on personnel needs	Academic Staff	129	38.7	59	17.7	145	43.5
		Non-Academic Staff	8	20.0	10	25.0	22	55.5
		Management Staff	3	15.0	2	10.0	15	75.0
4	There is an atmosphere of distrust in the college resulting in lack of cooperation and poor performance due to poor management of conflict.	Academic Staff	133	39.9	48	14.4	152	45.6
		Non-Academic Staff	13	32.5	11	27.5	16	40.0
		Management Staff	3	15.0	2	10.0	15	75.0
5	In the college, there is feeling of uncooperativeness among members as merit is not considered in assigning responsibilities	Academic Staff	139	41.7	58	17.4	136	40.8
		Non-Academic Staff	16	40.0	6	15.0	18	45.0
		Management Staff	3	15.0	2	10.0	15	75.0
6	In the college, the employees lack confidence in the management for being inconsiderate in rewarding	Academic Staff	142	42.6	72	21.6	119	35.7
		Non-Academic Staff	10	25.0	17	42.5	13	32.5
		Management Staff	4	20.0	2	10.0	14	70.0
7	The management in the college, neglects providing feedback to employees leaving them in frustration and poor performance	Academic Staff	135	40.5	56	16.8	142	42.6
		Non-Academic Staff	14	35.0	5	12.5	21	52.5
		Management Staff	4	20.0	1	5.0	15	75.0
8	The management in the college, rarely organizes staff training in the form of seminars/workshops to update knowledge	Academic Staff	170	51.0	42	12.6	121	36.3
		Non-Academic Staff	13	35.5	8	20.0	19	47.5
		Management Staff	6	30.0	-	-	14	70.0
9	The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinions such as in recruitment plan	Academic Staff	155	46.5	47	14.1	131	39.3
		Non-Academic Staff	14	35.0	7	17.5	19	47.5
		Management Staff	4	20.0	1	5.0	15	75
10	The way and manner disciplinary measures are handled in my college by the management are not satisfactory.	Academic Staff	141	42.3	48	14.4	144	43.2
		Non-Academic Staff	16	40.0	9	22.5	15	37.5
		Management Staff	6	30.0	1	5.0	13	65.0

From table 9, the management staff disagreed in strong terms with all the items in this table which reads above 70% in most cases with exception of item 10 with 65%. On items 2, 3 and 7 the non-academic staff also disagreed with the statements with 50%, 55% and 52% respectively. Yet in all the items in this section they (non-academic staff) did not agree as their responses recorded below average.

On the contrary, the academic staff agreed on items 2(50%) and 8(51%); while in the remaining eight items in this section they neither agree nor disagree. This suggests partial practice of closed climate in the college, despite management response in favour of their behaviours.

4.4 Hypotheses Testing

Seven null hypotheses were formulated and tested for this study. The hypotheses were based on data collected on the items related to the topic: Perceptions of Stakeholders on Prevailing Organizational Climates (PSPOC) in Colleges of Education in North-West Zone of Nigeria. The six domains of organizational climate of open, autonomous, controlled, familiar, paternal and closed climate were considered. The difference in the perceptions of stakeholders between the state and federal colleges was also tested.

Analysis of variance (ANOVA) and t-test were used in testing the hypotheses. The level of significance set for the study was 0.05 ($P<0.05$). This means that when the probability value is lower than the level of significance set for the study, the hypothesis is rejected. On the contrary, the hypothesis is retained when the probability value is more than the level of significance.

4.4.1 Null Hypothesis 1

There is no significant difference in the perceptions of lecturers, non-academic and management staff (stakeholders) on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria.

This hypothesis relates to items 1-10 in the first domain of PSPOC questionnaire. To test the hypothesis, all the items related to it were used and one way Analysis of

Variance statistical procedure was used to record the differences or otherwise of the respondents' opinions. Thus, the results of the test were presented in table 10.

Table 10(a): Summary of One Way Analysis of Variance (ANOVA) on the Opinions of Respondents (lecturers, non-academic and management staff) on Prevailing Open Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	562.703	2	281.351	4.980	.007	3.23
Within groups	22032.692	390	55.494			
Total	**22595.395**	**392**				

Table 10(a) shows, f-ratio value (4.980) at 2 df, 390 and at the level 0.05. The critical value (3.23) is less than f-ratio values (4.980); The probability level of significance P (.007) is less than 0.05. This means that there is a significant difference in the perceptions of lectures, management and non-academic staff on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria. Therefore, the null hypothesis is rejected.

Table 10(b): Summary of Scheffe's Multiple comparism Test on Perceptions of Lecturers, Management and Non-academic staff on the Prevailing Open Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Respondents	N	Mean
Lecturers	333	32.4294
Non-academic staff	40	35.0500
Management staff	20	36.8000

As indicated in table 10(b), the mean score of non-academic staff was found to be closer to that of management staff. This implies that the difference between the opinions of the two respondents was not significant. However, the mean score of lectures was found to be lower than that of non-academic staff and management staff. This implies that the opinions of lecturers differs significantly from that of management and non-

academic staff regarding the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria.

4.4.2 Null hypothesis 2

There is no significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria

Table 11(a): Summary of One Way Analysis of Variance (ANOVA) on the Perceptions of Lectures, Management and Non-academic Staff on the Prevailing Autonomous Organizational Climate in Colleges of Education in North-West Zone of Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	320.859	2	160.430	3.375	.035	3.23
Within groups	18539.131	390	47.536			
Total	**18859.990**	**392**				

Table 11 (a) shows, f-ratio value (3.375) at 2 df, 390 and at the level 0.05 significance. The critical value (3.23) is less than f-ratio value (3.375), The probability level of significance, P (.035) is less than 0.05. This means that there is a significant difference in the perceptions of lectures, management and non-academic staff on the prevailing autonomous organization climate in Colleges of Education in North-West Zone of Nigeria Therefore, the null hypothesis is rejected.

Table 11(b): Summary of Scheffe's Multiple Test on Perceptions of Lecturers, Management and Non-academic Staff on the Prevailing Autonomous Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Respondents	N	Mean
Lecturers	333	34.2222
Non-academic staff	40	33.4250
Management staff	20	38.1000

Table 11(b) is a further analysis to establish between group differences. Hence, the mean scores of lecturers and non-academic staff were found to be closer to each other, indicating no significant difference in opinions. Meanwhile, the mean score of management staff was found to be higher than that of lecturers and non-academic staff. This implies that the management differs significantly in their opinions from the lecturers and non-academic staff regarding the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria.

4.4.3 Null Hypothesis 3

There is no significant difference in the perceptions of lectures, management and non-academic staff on the prevailing controlled organization climate in colleges of Education in North-West Geographical zone of Nigeria

Table 12(a): Summary of One Way Analysis of Variance (ANOVA) on the Perceptions of Lectures, Management and Non-academic Staff on the Prevailing Controlled Organization Climate in Colleges of Education in North-West Zone of Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	1149.280	2	574.640	13.053	.000	3.23
Within groups	17169.779	390	44.025			
Total	**18319.059**	**392**				

Table 12(a) shows f-ratio value (13.053) at 2 df, 390 and at the level 0.05. The critical value (3.23) is less than f-ratio value (13.053). The probability level of significance P (.000) is less than 0.05. This means that there is a significant difference in the perception of lectures, management and non-academic staff on the prevailing controlled organization climate in Colleges of Education in North-West Zone of Nigeria. Therefore, the null hypothesis is rejected

Table 12(b): Summary of Scheffe's Multiple Test on the Perceptions of Lecturers, Management and Non-academic Staff on the Prevailing Controlled Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Respondents	N	Mean
Lecturers	333	24.4174
Non-academic staff	40	27.600
Management staff	20	31.2000

As indicated in table 12(b), the mean scores of the three categories of respondents were found to differ significantly. This therefore, implies divergent opinions (significant difference) with regards to prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria. Details of the Post Hoc Test are found in Appendix.

4.4.4 Null Hypothesis 4

There is no significant difference in the perceptions of lectures, management and non-academic staff on the prevailing familiar organization climate in Colleges of Education in North-West Zone of Nigeria

Table 13(a): Summary of One Way Analysis of Variance (ANOVA) on the Perceptions of Lectures, Management and Non-Academic Staff on the Prevailing Familiar Organization Climate in Colleges of Education in North-West Zone of Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	1966.125	2	983.063	15.944	.000	3.23
Within groups	24046.720	390	61.658			
Total	**26012.845**	**392**				

Table 13(a) shows f-ratio value (15.944) at 2 df, 390 and at the level 0.05 significance. The critical value (3.23) is less than f-ratio value (15.944), The probability level of significance P (.000) is less than 0.05. This means that there is a significant difference in the perceptions of lectures, management and non-academic staff on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria. Therefore, the null hypothesis is rejected.

Table 13(b): Summary of Scheffe's Multiple Test on the Perceptions of Lecturers, Management and Non-academic Staff on the Prevailing Familiar Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Respondents	N	Mean
Lecturers	333	26.6877
Non-academic staff	40	30.8000
Management staff	20	35.6000

From table 13(b) it clearly showed that the mean scores of the three categories of respondents (lecturers, non-academic staff and management staff) are not closer to each other. Although lecturers and non-academic staff mean scores are a bit closer. This implies that there is significant difference in the perceptions of management and that of the other two respondents with regards to familiar organizational climate prevailing in the Colleges of Education in North-West Zone of Nigeria.

4.4.5 Null Hypothesis 5

There is no significant difference in the perceptions of lectures, management and non-academic staff on the prevailing paternal organization climate in Colleges of Education in North-West Zone of Nigeria.

Table 14(a): Summary of One Way Analysis of Variance (ANOVA) on the Perceptions of Lectures, Management and Non-academic Staff on the Prevailing Paternal Organization Climate in Colleges of Education in North-West Zone of Nigeria

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	1157.593	2	578.797	6.604	.002	3.23
Within groups	34181.643	390	87.645			
Total	**35339.237**	**392**				

The table 14(a) shows f-ratio value (6.604) at 2 df, 390 and at the level 0.05. The critical value (3.23) is less than f-ratio values (6.604), The probability level of significance P (.002) is less than 0.05. This means that there is a significant difference in the perceptions of lectures, management and non-academic staff on the prevailing paternal organization climate in Colleges of Education in North-West Zone of Nigeria. Therefore, the null hypothesis is rejected.

Table 14(b): Summary of Scheffe's Multiple Test on Perceptions of Lecturers, Management and Non-academic Staff on the Prevailing Paternal Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Respondents	N	Mean
Lecturers	333	27.1712
Non-academic staff	40	27.8000
Management staff	20	35.0000

Table 14(b) indicated that the mean score of non-academic staff was found to be closer (almost the same, 27.8000 and 27.1712 respectively) to that of lecturers, implying that the difference between the two respondents was not significant. However, the mean score of management staff was found to be higher than that of lecturers and non-

academic staff. This implies that the management staff opinion differs significantly from the other two respondents' opinions regarding the prevailing paternal organizational climate in Colleges of Education in North-West Zone of Nigeria.

4.4.6 Null Hypothesis 6

There is no significant difference in the perceptions of lectures, management and non-academic staff on the prevailing closed organization climate in Colleges of Education in North-West Zone of Nigeria

Table 15(a): Summary of One Way Analysis of Variance (ANOVA) on the Perceptions of Lectures, Management and Non-academic Staff on the Prevailing Closed Organization Climate in Colleges of Education in North-West Zone of Nigeria.

Status	Sum of Square	Df	Mean Square	F	Prob.	F.critical
Between groups	1333,457	2	666.729	6.954	.000	3.23
Within groups	37389.586	390	95.871			
Total	**38723.043**	**392**				

Table 15(a) shows f-ratio value (6.954) at 2 df 390 and at the level 0.05. The critical value (3.23) is less than f-ratio values (6.954), The probability level of significance P (.000) is less than 0.05. This means that there is a significant difference in the perceptions of lectures, management and non-academic staff on the prevailing closed organization climate in Colleges of Education in North-West Zone of Nigeria. Therefore, the null hypothesis is rejected.

Table 15(b): Summary of Scheffe's Multiple Test on Perceptions of Lecturers, Management and Non-academic Staff on the Prevailing Closed Organizational Climate in Colleges of Education in North-West Zone of Nigeria.

Respondents	N	Mean
Lecturers	333	28.5856
Non-academic staff	40	31.2750
Management staff	20	36.4000

Table 15(b) clearly indicated that the management staff opinions differ significantly with the mean score higher than that of the lecturers and non-academic staff. Although the mean scores of lecturers and non-academic staff were not too close to each other but still closer implying similarity in opinions. Therefore, there is significant difference in the perceptions of lecturers, and non-academic staff from management staff opinions on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria.

In fact, the Scheffe's test analyses in all the domains of the six organizational climates variables under study, showed significant difference in the perceptions of the three categories of respondents (Lecturers, management and non-academic staff) but lecturers and non-academic staff opinions were usually closer , especially in hypotheses 1,2 and 5. Meanwhile, the hypotheses 3, 4 and 6 where the probability values were found to be 0.000 seem to suggest further the divergent opinions of the three respondents as earlier analyzed in descriptive statistics. More so, the mean scores of opinions of lecturers and non-academic staff were also closer to each other than any of them to the management, considering the details shown in Post Hoc multiple analyses (Appendix).

4.4.7 Null Hypothesis 7

There is no significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing organizational climate between state and federal Colleges in North-West Zone of Nigeria

Table16: Summary of t-test Analysis on Perceptions of Lecturers, Management and Non-academic Staff on the Prevailing Organizational Climate between State and Federal Colleges in North-West Zone of Nigeria

Variables	Number	Mean	Std	T-cal	Df	T-critical	Prob
Federal	157	195.8026	22.10332	1.991	391	1.96	0.043
State	224	182.0223	26.17438				

Table 16 shows t-calculated value (1.991) at the degree of freedom 391 and at significant level 0.05. The observed level of significance P (.043) is less 0.05.The t-calculated value (1.991) is greater than the t-critical value (1.96). This means that there is a significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing organizational climate between state and federal colleges in North-West Zone of Nigeria. Therefore, the null hypothesis is rejected.

Table 17: Summary of Hypotheses Testing

S/N	Hypotheses Statement	Statistical Tools	Level of significance	Results Outcome	Decision
Ho_1	There is no significant difference in the perceptions of lecturers, non-academic and management staff on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria.	ANOVA	0.05	F-ratio value 4.980 Critical value 3.23 P value 0.007	Rejected
Ho_2	There is no significant difference in the perceptions of lecturers, non-academic and management staff on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria.	ANOVA	0.05	F-ratio value 3.375 Critical value 3.23 P value 0.035	Rejected
Ho_3	There is no significant difference in the perceptions of lecturers, non-academic and management staff on the prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria.	ANOVA	0.05	F-ratio value 13.053 Critical value 3.23 P value 0.000	Rejected
Ho_4	There is no significant difference in the perceptions of lecturers, non-academic and management staff on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria.	ANOVA	0.05	F-ratio value 15.944 Critical value 3.23 P value 0.000	Rejected
Ho_5	There is no significant difference in the perceptions of lecturers, non-academic and management staff on the prevailing paternal organizational climate in Colleges of Education in North-West Zone of Nigeria.	ANOVA	0.05	F-ratio value 6.604 Critical value 3.23 P value 0.002	Rejected
Ho_6	There is no significant difference in the perceptions of lecturers, non-academic and management staff on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria.	ANOVA	0.05	F-ratio value 6.954 Critical value 3.23 P value 0.000	Rejected
Ho_7	There is no significant difference in the perceived organizational climate between state and federal Colleges of Education in North-West Zone of Nigeria.	t-test	0.05	T-Cal. 1.991 T-Crit. 1.96 P value 0.043	Rejected

Guided by the decision rule to reject the null hypothesis if F- calculated is greater than F-critical value or otherwise do not reject it; and from table 17,

considering that the F-ratio values (calculated values) in the hypotheses I to 6 are greater than the corresponding F-critical values, therefore, these hypotheses were rejected. Also going by the calculated probability values (P value) in all the six domains earlier stated they are less than the significance value of 0.05 set for the study. Hence, the decision was taken that these six null hypotheses were rejected. The seventh hypothesis was also rejected due to the fact that the t- critical value (1.96) is less than the t- calculated value (1.99) and its probability value of 0.043 is less than the significant value of 0.05. It can therefore, be concluded that there is significance difference in the perceptions of lecturers, management and non-academic staff in COEs in North-West Zone of Nigeria.

In fact, the Post hoc multiple analysis in all the domains of the six organizational climates under study, revealed significant differences in the perceptions of the three categories of respondents (Lecturers, management and non-academic staff) but lecturers and non-academic staff mean scores of opinions were usually closer (details shown in appendix).

4.5 Summary of Major Findings

Based on the data analysis and results presented, the major findings of this study were summarized below:

1. There was significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria. From the responses of the respondents, open organizational climate was in operation in the Colleges of Education in the North-West Zone of Nigeria as the management was sensitive, cordial, cooperative and disciplinary measures were carried out satisfactorily. However, the management was not doing well in the areas of feedback, reward system and leadership style which does not encourage participative decision making;
2. There was significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents opined that autonomous organizational climate was also prevailing to a large extent in the colleges because there was freedom to carry out duty, management ensured appropriate work schedule that fits one's skills, identified employee needs and

encourage staff to go for in-service training. However, management was found wanting in such areas as not involving staff in planning, inadequate provision of policy information as well as not providing enough opportunities to exercise individual initiatives;

3. There was a significant difference in perceptions of lecturers, management and non-academic staff on the prevailing controlled organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents felt that the management of the colleges laid much emphasis on hard work with little concern for worker's welfare; strict adherence to established rules and regulations, ensured strict supervision of employees' work with minimal feedback and there was one-way communication from top-to-bottom as well as minimal staff meetings. Therefore, controlled organizational climate was also partly operating in the colleges;
4. There was significant difference in perceptions of lecturers, management and non-academic staff on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents, especially the lecturers on the average perceived that the management in the college showed friendly relations to workers but less of professional development; such workers are less committed to their primary assignment and sometimes form cliques. Hence, familiar organizational climate was minimally operating in the colleges;
5. There was a significant difference in perceptions of lecturers, management and non-academic staff on the prevailing paternal organizational climate in Colleges of Educations in North-West Zone of Nigeria. The academic and non-academic staff had similar views about the issue, as the Post-hoc test presented about the same mean score for the two, but differ significantly from that of the management staff. However, the respondents perceived the leadership approach in the colleges to be autocratic as workers prefer to maintain distance from the management; there was high degree of centralization of power and employees show little or no trust in the management due to poor motivation and reward system in use; and that there was division among members of staff. Therefore, paternal organizational climate was partly prevailing in the colleges;
6. There was also a significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria. The

respondents perceived that the management style in the college discourages employees to contribute in decision making; and that management rarely organized staff trainings. Thus, from the respondents' responses, closed climate was minimally experienced in the colleges; and

7. It was also discovered that the respondents (lecturers, management and non-academic staff) irrespective of status (state or federal) also expressed significant difference in their opinions with regards to prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents felt that, management behaviours like leadership style, conflict management, feedback that would engender positive climate were still found wanting in the colleges; that is, conflicts were not always resolved objectively.

4.6 Discussion of the Findings

The analysis of the data collected for this study provided some insight into the main objective of the study, which was to investigate the Perceptions of College-based Stakeholders (lecturers, management and non-academic staff) on the Prevailing Organizational Climate in Colleges of Education. The result of the study supports that organizational climate as perceived by the college-based stakeholders influence their behaviour either positively or negatively. This is because the lecturers perceived the negative behaviours of the management in such areas as poor conflict management, inadequate staff training in the form of seminars and workshops as well as inappropriate communication to be unfavourable and a strain on the climate of the institution. This is in support of the findings of Raza (2010) who found out that open climate was very highly and positively correlated to teacher performance, but paternal and closed climates were negatively correlated to teacher performance. In other words, the various behaviour characteristics of the paternal and closed climate as perceived in the present study but articulated in Raza's study as paternal and closed are the areas where the management was found wanting in their behaviours that needs improvement. This is the reason for both studies (Raza and the present study) to have recommended training and retraining to improve behaviour. Both studies support that open climate should be adopted while closed climate should be avoided.

It is important to point out that this study which was based on the six organizational climates of Halpin and Croft (1963) in Raza (2010) has striking

similarities. The findings of this study support that of Halpin and Croft in the sense that the six organizational climates were found prevailing, though at different degrees in the colleges; suggesting the reason why Halpin and Croft were able to come up with the six distinct organizational climates. On the other hand, the dimensions of Halpin and Croft behaviours of principals and teachers did not emphasize on communication and motivation in the institutions as the present study did. Meanwhile the stakeholders, especially the management was found wanting in these two areas (communication and motivation) in the present study resulting in negative climate. Despite the emphasis of this study on these two important management strategies, the six organizational climates were still found operating in the colleges. However, in this age, there is need for new strategies in order to form an organizational climate to promote the development of creative thought and to transform these applications into the organizational culture that society desire. Hence, communication and motivation represent the main principles of contemporary management tools, since only through quality motivation and communication system can an organization/institution increase its competitive advantage and value. Meanwhile, the climate types of this study are not different from those which Halpin and Croft identified in their original study.

This finding supports the findings of Gul (2008), as both studies indentified lapses in decision making by the managers; and importantly stressed that managers should involve subordinates in decision making to ensure atmosphere of mutual trust. In addition, the Scheffe's test conducted to determine between group differences, revealed that lecturers and non-academic staff opinions were similar but differ significantly from that of the management. Hence, open climate was desirable but not fully in practice in the colleges.

The second domain considered the perceptions of lecturers, management and non-academic staff on the prevailing autonomous organizational climate in colleges of education. It was revealed that the college climate offers enough freedom for workers to carry out their duties and they feel happy about their job because it fits their skills. That is, their job specifications are in conformity with their skills, which is of course the right step for commitment and improved performance. Corroborating this view, Adeniji (2011) asserts that climate of an organization and job satisfactions vary together. That is to say, the better the climate the higher the satisfaction of the workers. On the other hand, the management in the college did not welcome staff suggestions as it relates to

planning; information about policy was inadequate and reward system in use not satisfactory to employees (lecturers and non-academic staff). Although, the management was of contrary opinion which can best be described as protecting their image. More so, the college climate does not offer enough opportunities for exercising individual initiatives. Although, there was significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria; but the behaviour characteristics of autonomous climate are desired for workers to be happy and committed to duty.

Moreover, the summary of Scheffe's Test was a further analysis to establish between groups differences. This revealed that the lecturers and non-academic staff opinions were similar as their mean scores (34.2222 and 33.4250) were closer to each other, indicating no significant difference in opinions. Yet the mean score (38.1000) of management staff was found to differ significantly from the other two revealing that lecturers and non-academic staff perceived lapses in management behaviours.

A great deal of research conducted in the recent past provides direct or indirect support to the present findings since nature and context of the previous studies were different on all these measured variables, so, results of those studies are neither in contradiction nor in direct support to the present findings. As the findings of this study agreed with that of Adeniji (2011) statement that the climates of an organization and job satisfaction vary together; and there was a significant difference in the way academicians (senior and junior) experience their organizational climate; just like the management and employees perceptions in the present study showed significant difference. Also, the two studies found out that a well motivated worker was found to be happy and can improved in his/her performance.

In the third domain, it sought the opinion of respondents concerning the perceptions of lecturers, management and non-academic staff on the prevailing controlled organization climate in colleges of education. It was clearly stated in the findings that there was divergent views among them. However, the study revealed that controlled climate is also prevailing to some extent as management laid much emphasis on hard work with little concern about worker's welfare; the recruitment of staff has no specified time frame (lack of due process), that staff participation in decision making is

minimal; that they pay little attention to motivating staff through rewards; and that conflicts are not properly managed. All of these, no doubt lead to unhappy attitude to work and strain the climate of the institution. Also, the Scheffe's test has established that the lecturers and non-academic staff opinions were similar but differ significantly from that of management. In other words, controlled climate is partially practiced in the colleges. The findings of the present study is similar to Ali and Patnaik's study because it showed significant difference in all the measured variables, most especially with regards to difference in opinions between federal and state colleges of education; just as in their study, between managers in public and private organizations. It therefore implies that both sectors need to understand and improve organizational climate conditions for sustainable interpersonal relationship to enhance performance and improve productivity.

The fourth domain solicited the opinion of respondents on the perceptions of prevailing familiar organizational climate in colleges of education. It was revealed that management pay little or no attention to workers' motivation; and that some workers who show friendliness with management form cliques to intimidate others. Now the question is, could it be that the management staff was not aware of such practices, or they were probably hoarding some information as their response was contradictory? In the researcher's opinion, the management were quite aware that such practices are common in the college but seem to chose the undecided option to cover their inadequacies. To support this claim, the researcher's observation and discussion with some staff in the colleges, revealed that some management staff seem to ignore mistakes of some staff, while to others, rules were applied; and yet to another, stiffer penalty. Thus, they (management) chose to stand aloof, for protection of self image.

The present study is supported by Salamat et al (2013) who identified that salary as a means of livelihood was a crucial reason for staying in the job even when the organizational climate of the school was not friendly. Likewise reward (including salary) was found to be an important motivator in Nigeria as a developing country; and yet found wanting in this study. Thus, in Nigerian situation such rewards are mostly the salary and other incentives or monitory allowances like the Tertiary Education Trust Fund (TETFund) that support education programs; and yet internal policies make it difficult to be accessed fairly.

The fifth domain considered the perceptions of lecturers, management and non-academic staff on the prevailing paternal organizational climate in Colleges of Education. The findings revealed that paternal climate is also partly operating in the colleges. In other words, both lecturer and non-academic staff opined that there was division among members of staff while the management disagreed, yet the percentage of disagree was still below average; instead the undecided recorded 40% which is the highest in this section. Obviously, the management seems to be biased and would not want to rate themselves negative. So it seems they ironically allowed some questionnaire items to be responded properly by the subordinates; which is in conformity with researcher's observation during data collection where some management out rightly voiced that they will rate themselves positive. Therefore, this study in which paternal climate is identified to be prevailing in part, could be said to support the Halpin and Croft finding that paternal organizational climate is one of the six identified organizational climates types.

The sixth domain solicited the opinion of respondents concerning the perceptions of lecturers, management and non-academic staff on the prevailing closed organizational climate in colleges of education. This showed divergent opinions. Meanwhile, both lecturers and non-academic staff opined that the management style in the college discourages employees to contribute in decision making process; and that the management rarely organizes staff training in the form of seminars/workshops to update knowledge. This finding is consistent with the views of Gul (2008) and Adeniji (2011) who posited that decision making and motivational strategies are important factors for positive organization climate but are inadequately implemented in organizations. It therefore suggests that in the present study, closed climate was also found operating in part in these colleges.

Finally, the findings also revealed significant difference in perceptions of the lecturers, management and non-academic staff on the prevailing organizational climate between state and federal colleges in the North-West Zone of Nigeria. Therefore, both state and federal Colleges of Education experience similar challenges with regards to organizational climate. When evaluated in general, this study is in conformity with the Ali and Patnaik (2014) study because both considered organizational climate on managerial activities; also this study considered the perceptions of the subjects under

study between state and federal colleges, just like their private and public schools; which showed significant difference in perceptions in all the measured variables.

It is worthy of note that amongst the six types of the organizational climate studied, each was found or experienced in part in the colleges. The study also revealed from the standpoint of the three categories of respondents that agreed together in most cases in the first and the second domain that open and autonomous climates were predominantly in operation in the Colleges of Education in North-West Zone of Nigeria; these are the desired climates for interpersonal relations and improved performance, thereby giving hope to Nigeria education reform.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary, conclusions, implications, recommendations, contributions to knowledge and suggestions of the study. Thus, the chapter is presented under the following sub-headings:

Summary;

Conclusions;

Implications of the Study;

Recommendations;

Contributions to Knowledge; and

Suggestions for Further Studies

5.2 Summary

The study investigated the perceptions of college-based stakeholders on the prevailing organizational climates in Colleges of Education in North-West Zone of Nigeria. The aim of the study was to examine if there was a difference in perceptions of lecturers, management and non-academic staff of Colleges of Education regarding the prevailing organizational climate in the colleges and of course whether the prevailing climates in the colleges were the desired climates for positive work environment. In essence, the chapter one of the study dealt with such areas as: the background information which was done considering the six types of organizational climate of Halpin and Croft (1963) in Raza (2010) which include open, autonomous, controlled, familiar, paternal and closed climate. Meanwhile, the college-based stakeholders' behaviour variables under study include: management style, decision making, communication, professional support, reward system and feedback as embedded in the six dimensions of the organizational climate variables. Also in this chapter one, the identified problems that necessitated the study were stated; it also dealt with seven

specific objectives, seven research questions, seven formulated null hypotheses; basic assumptions, significance of the study and the scope of the study explained.

In chapter two, the review of related literature was dealt with. The reviewed areas considered such major subheadings as: conceptual framework of the variables implied by the topic of study – Perceptions, Prevailing, Organizational Climate; Open, autonomous, Controlled, Familiar, Paternal and Closed climates. Also managerial effectiveness and communication were reviewed considering their importance in this study. Then, the theoretical framework considered were the theories of organizational climate as well as that of motivation and their implications to the management in the organizations; Factors that motivate workers in their jobs and influence organizational climate were stated; empirical studies and the uniqueness of the study were also explained.

In chapter three, the research methodology was covered. The researcher used survey research design for the study. The population of the study comprised of all the Colleges of Education in North-West Zone of Nigeria, and a sample of five colleges studied; from which a population of 2,420 subjects (lecturers, management and non-academic staff) and a sample size of three hundred and ninety three (393) subjects studied. Therefore, the data used for this study were individual responses by the stakeholders (lecturers, management and non-academic staff) of colleges of education in North-West Zone of Nigeria, to a closed structured questionnaire (PSPOC). Thus, the instrument for data collection was a self-structured questionnaire. However, the data were collected by the researcher and two research assistants. The questionnaire was administered through face-to-face contact with respondents. The procedure for data analysis was based on three types. That is, three types of analysis were carried out to answer questions raised in this study. Percentage frequency distribution table showing the extent of agreed and disagree responses by college-based stakeholders, t-test statistics used to estimate the difference in perceptions between stakeholders of federal and state colleges; and One-Way Analysis of Variance (ANOVA) test used to determine the significant difference on the opinions of the three respondents on organizational climate variables. $P < 0.05$ was accepted as significant.

In chapter four, the areas dealt with include: analysis of demographic information of the respondents, responses of the respondents to the research questions. Also the seven null Hypotheses were tested. Out of the seven hypotheses stated in the null form, all of

them were rejected. That is, the opinions of respondents (lecturers, management and non-academic staff) differ significantly. Then, Post-Hoc tests were carried out on all the climate variables under study to determine the direction of the differences in perceptions of the stakeholders. This was done using Scheffe's multiple Test which was conducted to establish the direction of the differences in perceptions of the three respondents. Consequently, this further analyses revealed that the views (mean scores) of lecturers and non-academic staff were closer to each other but differ significantly with that of the management. Also there was significant difference in the opinions of respondents irrespective of college status (federal or state). Summary of major findings stated and discussion of the findings was also done. Therefore, the summary of the result with regards to the opinions of the respondents on the six organizational climate domains and which answered the seven research questions are as follow:

1. There was significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing open organizational climate in colleges of education in North-West Zone of Nigeria. From the responses of the respondents, open organizational climate was in operation in the Colleges of Education in the North-West Zone of Nigeria as the management was sensitive, cordial, cooperative and disciplinary measures were carried out satisfactorily. However, the management was not doing well in the areas of feedback, reward system and leadership style which does not encourage participative decision making.
2. The study further revealed that there was significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing autonomous organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents opined that autonomous organizational climate was also prevailing to a large extent in the colleges because there was freedom to carry out duty, management ensured appropriate work schedule that fits one's skills, identified employee needs and encourage staff to go for in-service training. However, management was found wanting in such areas as not involving staff in planning, inadequate provision of policy information as well as not providing enough opportunities to exercise individual initiatives.
3. There was a significant difference in perceptions of lecturers, management and non-academic staff on the prevailing controlled organizational climate in Colleges of Education in North-West zone of Nigeria. The respondents felt that

the management of the colleges laid much emphasis on hard work with little concern for worker's welfare; strict adherence to established rules and regulations, ensured strict supervision of employees' work with minimal feedback and there was one-way communication from top-to-bottom as well as minimal staff meetings; and that the leadership style was autocratic. Therefore, controlled organizational climate was also partly operating in the colleges.

4. The result of the findings equally revealed that there was significant difference in perceptions of lecturers, management and non-academic staff on the prevailing familiar organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents, especially the lecturers on the average perceived that the management in the college showed friendly relations to workers but less of professional development; such workers are less committed to their primary assignment and sometimes form cliques. Hence, familiar organizational climate was minimally operating in the colleges.
5. There was a significant difference in perceptions of lecturers, management and non-academic staff on the prevailing paternal organizational climate in Colleges of Educations in North-West Zone of Nigeria. The academic and non-academic staff had similar views about the issue, as the Post-hoc test presented about the same mean score for the two, but differ significantly from that of the management staff. However, the respondents perceived the leadership approach in the colleges to be autocratic as workers prefer to maintain distance from the management; there was high degree of centralization of power and employees show little or no trust to the management due to poor motivation and reward system in use; and that there was division among members of staff. Therefore, paternal organizational climate was partly prevailing in the colleges.
6. There was also a significant difference in the perceptions of lecturers, management and non-academic staff on the prevailing closed organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents perceived that the management style in the college discourages employees to contribute in decision making; and that management inadequately organized staff trainings. Thus, from the respondents' responses, closed climate was minimally experienced in the colleges too.
7. It was also discovered that the respondents (lecturers, management and non-academic staff) irrespective of status (state or federal) also expressed significant

difference in their opinions with regards to prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria. The respondents felt that, management behaviours like leadership style, conflict management, feedback that would engender positive climate were still found wanting in the colleges; that is, conflicts were not always resolved objectively.

5.3 Conclusions

The purpose of the present study was to investigate the perceptions of college-based stakeholders on the prevailing organizational climate in Colleges of Education in North-West Zone of Nigeria and whether or not the prevailing climate was the ideal climate for positive work environment as perceived by the stakeholders; and whether the college-based stakeholders of both state and federal colleges vary in their perceptions of prevailing climates. Therefore, based on the findings of this research, the following conclusions were drawn:

1. The college-based stakeholders (lecturers, management and non-academic staff) have different perceptions of the prevailing open organizational climate in the colleges. In as much as the management believed that they perceived conducive or ideal climate (open climate) in the colleges, the lecturers and non-academic staff were not fully in support. Therefore, some management behaviours were identified not to measure up to expectations of open climate, in such areas as: involving staff in decision making, providing feedback to employees, ensuring prompt rewards, appropriate communication as well as adequate training were lacking. Obviously, this could be the reason why lecturers and non-academic staff could not have strong confidence in the management style in the colleges. Hence, intervention is needed in those areas in terms of improvement.
2. The respondents (lecturers, management and non-academic staff) differ significantly in their perceptions of the prevailing autonomous organization climate in the colleges. It was observed that the autonomous climate behaviours practiced by the management include: freedom to carry out duty, appropriate work schedule among others, though, to some reasonable extent. The researcher therefore, concluded that autonomous climate that would have been in part, an ideal climate was shown to lack

the credibility of providing adequate information about policy; and creating room for innovation among others, as perceived by lecturers. Therefore, improving the deficient behaviours by the management will lead to better organizational climate and conducive environment in the colleges for goal achievement.

3. As regards to controlled organizational climate, it was perceived differently. Both lecturers and non-academic staff perceived that management lays much emphasis on hard work with little concern on workers' welfare; ensure strict supervision of employees work with minimal feedback; and there was one way communication from top-to-bottom, as well as minimal staff meetings. Therefore, it is concluded that controlled organization climate was also partly in practice in the college to some extent; more or less at average level. Hence, more or less flexibility in management behaviours as enumerated here could engender innovative ideas among staff; a complementary behavior for positive organizational climate.
4. In the case of familiar organizational climate, it is concluded that it was minimally in practice in the colleges because lecturers perceived that management show friendliness to workers but less of professional development; and as such workers are less committed to duty. Although, the management and non-academic staff opposed the lecturers' views. Hence, there was actually different perceptions of lecturers, management and non-academic staff; and thus, familiar climate could not be considered positive in organizations.
5. Similarly, paternal organizational climate is concluded to be scarcely in operation in the college. The respondents had different perceptions of the climate but cluster around not favouring the practice of it. It was observed that leadership style was not favourable; also centralization of power as perceived by lecturers; and poor reward system as well as division among staff were perceived by non-academic staff; but management opposed the practice of these behaviours. Nonetheless, they are negative behaviours practiced by the management that need adjustments.
6. The respondents' opinions differ with regards to closed climate. Importantly, closed organizational climate was found to be minimally

practiced in the college which was a welcome development as it has negative influence on performance. In fact, managers should endeavour to do away with behaviours associated with closed climate such as negligence of staff trainings, not encouraging participative decision making, etc.

7. As regards the difference in perceived organizational climate between state and federal colleges, there was significant difference in their perceptions. Conclusively, the difference could be as a result of the federal college being more liberal than the state college which could be seen as less favourable in terms of reward system, training, and what have you.

Generally, in as much as all the domains of organizational climate were found in part in the college, open and autonomous climates which are considered the desired climates were found mostly practiced, yet not completely as employees perceived deficiencies in some areas of management behaviours like poor motivation, communication, etc. Therefore, management should look out for best practices. Also, considering the fact that lecturers constitute most of the respondents and dominant amongst staff in the college, apparently provide a better view of what type of organizational climate was obtainable in the colleges. In view of this therefore, it could be inferred that out of the six domains of climate studied, open and autonomous that were considered the desired climates, were prevailing more than others in the colleges. This is a welcome practice for colleges in North-west Nigeria and beyond.

However, while management perceived that closed climate was not in practice in the colleges, the other two categories of respondents (lecturers and non-academic staff) opined that in part, closed climate was experienced in the colleges. Thus, this calls for question. Probably, due to self-reporting limitations or bias on the part of the management, they tend to score their behaviours favourably. Meanwhile, the management and the lecturers who are the key players among the stakeholders in the college were in opposite continuum with regards to their views in the two extremes of organizational climate, open and closed. Nevertheless, the findings indicated lapses in the management behaviour as they are bound to carry the subordinates along in conducive climate for a better productivity.

In a nutshell, the different types of people and different situations suggest that there cannot be any all-purpose organizational climate; rather the most preferred or desired climate – open and autonomous – found in operations in the colleges were considered acceptable, though needs improvement. This is the position of the present study. However, this study has been successful in bringing out the significant differences in the perceptions of school-based stakeholders with regards to prevailing organizational climates in North-West Zone of Nigeria settings. The knowledge of the differences may be utilized by the organizations regarding the enhancement of behaviour at the management and individual levels according to specific needs.

5.4 Implications of the Study

The instrument described in this study could be used by managements as a pro-active practice to gather self-analysis data regarding their management behaviours on the college climate. Obviously, the dimensions of management behaviours in relation to employee behaviour as embedded in organizational climate variables under this study provide bases for implications. Importantly, the instrument used in this study, creates awareness and sensitizes the management on the need to be conscious of their behaviours that could jeopardize or improve the climate of their colleges. On the other hand, the employees should realize that their own behaviours are meant to complement that of the management. The instrument could be used by supervisors and Ministry of Education to identify provosts who are having problems creating a healthy teaching/learning climate that is conducive to positive staff morale and general performance. In other words, this instrument provides provosts and other educational personnel an investigative tool that will help to identify college management strengths and weakness (areas needing improvement). Therefore, based on this data, professional development plans can be made that target specifics rather than generalities. As earlier mentioned, the dimensions of management behavior reflecting employees behaviours that could generate useful implications are specifically considered as follows: Although the study revealed the practice of open and autonomous climate to be in operation more than others, but not up to the expectations. More so, lecturers and non-academic staff point to the fact that management was strict and rigid with little emphasis on workers' welfare. Therefore, the management should adjust their management style to be more flexible.

The provosts should avoid making the college highly structured or unnecessarily bureaucratic so as to win the cooperation of subordinates. It was revealed in this study that communication was from top to bottom; suggesting over-structured environment. Therefore, management should take note; there should be indeed a balancing and reciprocal interaction of the forces of individual and social organizations. This will help the management have access to information on time, in colleges and local community. They should not be fault-finders to avoid straining the communication in the college. They should identify the need for and role communication and motivation play in the management of educational institutions. The communication model (figure 2) provided in this study shows on-going and cyclic nature of communication in which feedback is necessary; as it completes and/or begins another circle as the case may be.

College management should ensure that employees are provided with opportunities for training in different ways; be it seminar/workshops, in service training and so on. It is the duty of the management to device means of training the staff so that employees will benefit according to merit. The management also should ensure a clear principle of reward system in the college. It was revealed in this study that prompt rewards were not enjoyed by employees. Therefore, the onus is upon the management to ensure that merited employees are rewarded and at appropriate time too.

The management in the college should ensure that feedback corrective measures are taken serious. This will help to improve performance for achieving the goals of education. In addition, they should strategize plans in handling disciplinary issues as well as conflicts. They should take note of issues that require urgent attention and tackle accordingly; use dialogue, provide feedback as the case may be. Finally, as educational institutions management reforms is in progress in Nigeria, there is need to provide administrators with information or data as in this study that will enable them to modify their management styles to meet with the challenges of modern times. That is, this data should be a means for diagnosis and fixing of appropriate behaviours by college-based stakeholders. In as much as the instrument is not an end in itself, it will help to educate managers to create positive or conducive climate for improved performance; especially as characterized by open and autonomous organizational climates.

5.5 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made.

i. Despite the disparity in the perceptions of the college-based stakeholders (lecturers, management and non-academic staff), open organizational climate is the ideal climate as described by the instrument and was perceived by the stakeholders to be prevailing to some reasonable extent in the colleges, it should be sustained. Although some dimensions of the open climate behaviours as perceived by the lecturers and non-academic staff needs improvement; like in such areas as: decision making by the management, communication system should not be from top to bottom only but also lateral, providing feedback and prompt rewards are necessary.

ii. Similarly, on the basis of differences in the perceptions of the stakeholders, which invariably indicated the prevailing organizational climate within the institutions under study was not confined to a particular pattern because the claimed prevailing autonomous organization climate by the managers was contradictory to the perceptions of other stakeholders (lecturer and non-academic Staff); the study therefore recommended that the managers should improve their practice of autonomous organization climate behaviours such as: providing adequate policy information to employees, create room for use of initiatives for innovation so that other stakeholders will feel the impact of such positive climate. Thus, autonomous organization climate was also recommended to the stakeholders, as it has positive behaviour characteristics clearly identified by the instrument of this study.

iii. Controlled organizational climate was perceived by the stakeholders to reflect autocratic management characteristics, such as rigidity in organization structure, one-way communication from top to bottom among others. Therefore controlled climate is not recommended to be the prevailing climate in the colleges; although may not entirely be ruled out as there may be situations that require the practice of it to some extent; such as new staff that may need directives to perform. Therefore, the way forward implies that the management should allow some flexibility in the organization's structure, ensure bi-directional communication

and lateral too for easy access to information. Meanwhile, the government through the National Commission for Colleges of Education (N.C.C.E) should pay unannounced visits to colleges of education to ascertain on the spot the feel of the colleges by discussing with staff on the challenges of interactions and co-operations among members and between management and employees. This would make the stakeholders cautious of their behaviours thereby help to improve the climate of the institution.

iv. Familiar organizational climate being one of the negative organization climates was perceived by the lecturers and non-academic staff to be practiced by managers in such area as being friendly with workers at the expense of staff development and commitment to duty. The managers therefore, should do away with the practice of being too familiar in behaviours and treat workers fairly, irrespective of how close or far is the worker to the manager. That is, managers should balance their actions by not being too friendly to subordinates as to lose respect but help them develop professionally to carry out their tasks more effectively and efficiently. Hence, familiar organizational climate as described by the instrument of this study was not recommended to be prevailing in colleges.

v. Paternal organizational climate which is synonymous to autocratic leadership style was perceived to be the leadership style of the managers in the colleges under study and this style have prevented other stakeholders especially lecturers to have say in the affairs of the institution, it is therefore recommended that the managers should do away with paternal organization climate behaviours such as autocratic leadership style, high centralization of power, not supportive of participatory decision making and lack of feedback corrective measures among others. Thus, managers should emulate leadership style(s) such as democratic\transformational leadership styles as in open and autonomous climates that carry along all the subordinate body in order to achieve the institution goals as expected.

vi. Closed climate was perceived by the stakeholders to neglect important positive organizational climate characteristics like good rewarding reward, training of staff, interpersonal relations etc; and therefore closed climate should not be

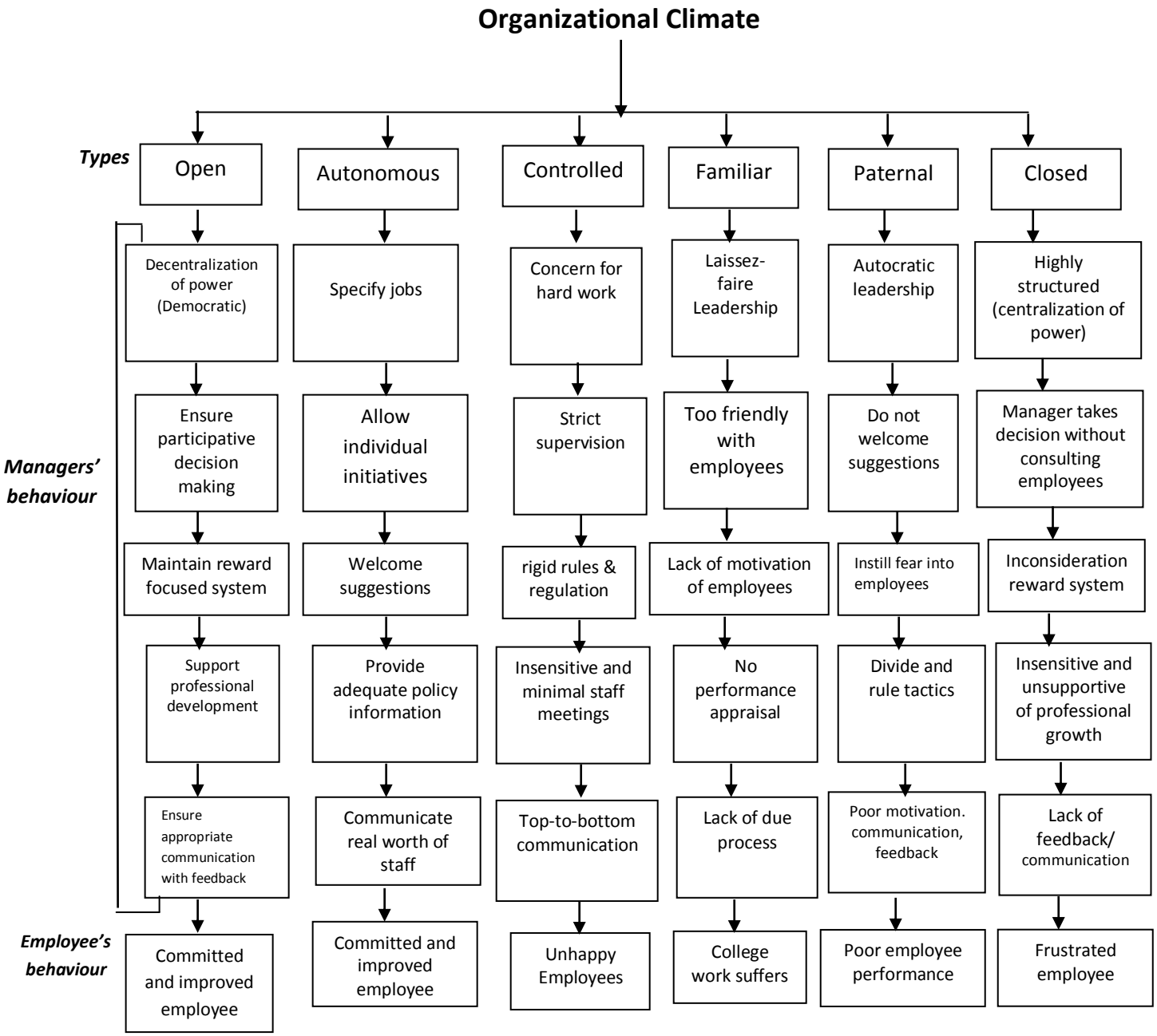
allowed to prevail in the colleges. It is therefore recommended that managers should take cognizance and improve in these mentioned important behaviours as deficiency in them leads to managerial ineffectiveness. On the other hand, the appointment of provosts in the Colleges of Education should be by merit and not by any political affiliation; this will help to usher in leaders with skills and competence that can engender positive change (desired organizational climate) out of their technical knowhow.

vii. Irrespective of institution status (federal or state), open and autonomous climate behaviour characteristics were equally recommended to be practiced in these colleges. Obviously, creating an open and autonomous climate where employees feel free to speak their minds can be a daunting task. However, it is well worth the efforts. The end results are better teamwork, enhanced work relationships, increased job satisfaction and creativity. Therefore, both managers and employees should update their knowledge through various training to meet up with the challenges of changing society for creating positive organizational climate for improved education reform. The management should ensure that employees are part of the decision process in the college especially with regards to matters affecting them. This will help to motivate and give them sense of belonging for a healthy environment. So, there is need for face-to-face discussion, regular staff meetings, consultation and delegation to authority

5.6 Contributions to Knowledge

i. The researcher developed a model for the characteristics of organizational climate in tertiary Institutions.

Figure 3: Proposed Model of Organizational Climates in Tertiary Institutions.



Source: *Developed by the Researcher, Okonkwo Cecilia O. (2017)*

The model of organizational climate types and their implications on managers and employees' behaviours in Colleges of Education as shown in figure 3 above explains the various aspects of behaviours emanating from different organizational climate types. It depicts the behavioural patterns as relates to various organizational climate types with their implications on employee behaviours in Colleges of Education; which would contribute to performance outcomes of employees such as goal achievement and improved performance. In other words, the model depicts the actions of managers that would generate reactions from the subordinates and both behaviours culminate into climate types of the organization; and which in turn leads to effective or ineffective goal achievement.

Therefore, based on figure 3, the various climate types and the associated management and employee behaviours are explained as follows:

Open Climate: The management behaviour mostly associated with this climate type are:

- **Decentralization of Power**: This considers the leadership style of the manager (provost) as well as the communication networks in the college. The type of organizational climate created by the manager is reflected in his/her democratic leadership style. Organizational climate deals with perceptions of the extent of organizational constraints, rules, regulations, red tape. Thus, open climate ensures decentralization of power; or better put, is democratic in nature; and employees are carried along.
- **Ensure Participative Decision-making**: The manager gives room for employees to contribute in decision making in the college. Employees are a reservoir of information and can contribute meaningfully to the development of the organization and achievement of credible goals. It helps to motivate them.
- **Maintain Reward Focused System**: The manager ensures or design a good rewarding strategy that would be fair and consistent to engender satisfaction among employees. It could be in the form of outstanding performance, new initiative or any creative art. Prompt reward matters.
- **Support Professional Development**: The manager maintains track and support professional development of employees; Provide opportunities for training.
- **Feedback**: This is where managers provide feedback as promptly as possible. Use positive corrective measures rather than finding fault.

However, when these behavior patterns are performed by the college manager, the resultant reciprocal behaviour of employees would be collective responsibility and improved performance.

Autonomous Climate: The managerial behaviour under this climate type are:

- **Specify jobs according to employee trained skills**. This will help to minimize role conflict. Ensure enough freedom to carry out tasks meaningfully.
- **Allow individual initiative**: this is where employees are given room to be innovative and inject new ideas into the system. Lecturers could invent new teaching method that would be student friendly if given the opportunity e.g flexible time management (fix lecture with students as situation demands).
- **Welcome Suggestions**: Listen to employees suggestions. They have ideas that await manager's green light for them to bring forth. Then, when such suggestions are made, the manager will be candid enough to utilize them or at least provide a little explanation why they (suggestions) were not necessary at that point in time. Can create suggestion box for employees to be free to express opinions and yet be secured.
- **Provide Adequate Policy Information**: It is the duty of the college management to provide employees with necessary policy information. The handbook relating to the organization should be in possession by the employees. For instance, the National Commission for Colleges of Education (NCCE) handbook should be given to all lecturers. This is to keep them aware of the course outline, unit load and other related information at this level of education system.
- **Communicate the real worth of Staff**: This is where the management through various means upgrade or elevate the staffs that are actually doing well and worthy of emulation. Such means could be assigning responsibility - vertical or horizontal which motivates employees; reward outstanding performance by gift or promotion, etc.
- All said and done, the resultant employee behaviour under the autonomous climate is also committed and improved performance.

Controlled Climate: The management behavior under this climate according to the researcher includes:

- **Concern for Hard-work:** This is where the management lay much emphasis on hard work with little concern about workers' welfare.
- **Strict Supervision:** This is where the management ensures strict supervision of employees work with minimal or no feedback.
- **Rigid Rules and Regulations:** The management stick to rules and standards. Employees must adhere to established rules and regulations in the college.
- **Minimal Staff Meetings:** Staff meetings are not regular. Management hardly engages staff in planning and or decision making in the college. This strains motivation.
- **Top-to-Bottom Communication:** This is where the management issues directives to subordinates who must carry out the order without questions or contributions. It is one-way communication and vertical only.

In view of the enumerated management behaviours above, the impact and resultant employee reactions are unhappy attitude to work. Even when they (employees) envisage difficulties or problems, they will keep to themselves for fear of insecurity or red-tapeism.

Familiar Climate: The researcher identified the following management behaviour in this climate type thus:

- **Laissez-fair Leadership**: The college leadership style simply portrays do-as-you-like atmosphere. Things are done haphazardly without proper coordination due to poor leadership behaviour.
- **Friendly with employees:** Being too friendly with employees breeds contempt. Employee could misbehave believing that he or she can get away with it, having the leader as a close friend. An old adage says, '*too much familiarity breeds contempt*'.
- **Lack of Motivation:** The management pays little or no attention to staff motivation. The employees obviously will be less committed to their work.
- **Lack of Performance appraisal:** The familiarity between the management and workers in the college is so much that the college work suffers without performance appraisal.
- **Lack of Due Process**: this is where the management carryout activities without employees prior information or knowledge even when they suppose to contribute

in the planning of such activities. Sometimes committed workers in the college resent the way management runs the college, such as recruiting staff at random without due process.

However, the college work suffers under the familiar climate because the employees are less committed to duty due to lack of motivation and coordination.

Paternal Climate: The identified behaviour under this climate type includes:

- **Autocratic Leadership Style**: The leadership approach under paternal climate is autocratic. The management gives orders and commands; uses coercion to ensure compliance.
- **Instill Fear into employees**: Due to use of force to obtain loyalty the management consciously or unconsciously instills fear into the subordinates. This could make workers to maintain distance from the management.
- **Divide and Rule Tactics**: the management is indifferent about conflict resolution because of its divide and rule tactics. Hence, there is bickering and rancor among members of the college; divisions exist.
- **Poor Motivation**: The management shows little or no concern about employee motivation. They are unsupportive and pay little or no attention to employee professional development; and feedback not communicated.
- **Management do not Welcome Suggestions**: The management rely mostly on what seems best. It hardly engaged workers in meetings where ideas are generated, and communicated.

The resultant employee behavior is usually negative. Employees show little or no trust to the management in the college; they are less productive, as they feel unsupported and alone; i.e. poor employee performance.

Closed Climate: The identified behaviors according to the researcher include:

- **Centralization of Power:** Here the college is highly structured that too much power rests with the management. Most things done in the college follows unnecessary bureaucratic principles which causes delay and sometimes lose of interest.
- **Lack of Consultation in Decision Making:** Managers takes decisions without consulting employees. This could result in work to rule approach where innovative ideas are lacking or hoarded.

- **Inconsiderate Reward System:** Specific rewards are not given attention and even promotions are delayed without minding the negative consequences because educational objectives are more or less intangible within a short period, but are achieved at long term period. So, the long term period for the educational objectives to manifest tends to conceal the inadequacies of the prevailing climate.
- **Insensitive and unsupportive:** In this closed organizational climate, the management are usually insensitive and unsupportive towards employees' professional growth. Sometimes management behavior could best be described as political in education system; because it seems as if they do not want the subordinates to reach the level or height of their (management) academic pursuit.
- **Lack of Feedback:** No proper communication is experienced in this type of climate, not to talk less of feedback. The management does not provide feedback corrective measures to the employees thereby leaving them in dark with regards to new and creative ideas. On the same scale, the employee behavior is nothing to write home about. They are frustrated and perform poorly in their duties.

ii. Despite the open and autonomous climates perceived to be mostly prevailing in the colleges, stakeholders' behaviours were still found wanting, especially the managers in such areas as poor reward system in use, poor interpersonal relations, conflicts not resolved objectively leading to apathy and closed climate.

iii. The data generated in this study could be used by college-based stakeholders as a pro-active practice to gather self-analysis data regarding their behaviours in the college. In other words, this study provides a periodic measurement mechanism to access performance.

iv. Adequate feedback was not provided by the management in the colleges which leads to uninformed and unhappy employees and which invariably affects performance.

v. The researcher also developed a model on communication process which is an important element in organizational climate behaviour as shown in figure 2 in chapter 2, page 60. The model described communication process to be cyclic in nature and ongoing by including feedback to make five (5) components of communication process as against the usual or conventional four (4) components; (see figure 2 for details).

5.7 Suggestions for Further Studies

The researcher suggested that other related researches that this study did not cover be investigated; such as:

1) This study 'Perceptions of Stakeholders on Prevailing Organizational Climates in Colleges of Education' could be replicated in form of longitudinal survey, may be in the COE in the North Central Zone of Nigeria; since one time observation employed by this study doesn't seem to gather adequate information because as the stakeholders perceived organizational climate differently, yet there was consensus that the desired climates (open and autonomous) were predominant. Meanwhile, the challenges that open and autonomous climates would have resolved still persist in the colleges that necessitated this study.

2) Perceptions of Stakeholders on the prevailing organizational climates in colleges of education in South-South Zone of Nigeria.

3) Impact of organizational climates on employee performance in colleges of education in South-East Zone of Nigeria.

4) Perceptions of Stakeholders on the Prevailing organizational climates in the universities in the North-East Zone of Nigeria.

5) Perceptions of stakeholders on the prevailing organizational climates in the Polytechnics in the South-West Zone of Nigeria.

References

Aarons, G.A. and Sawitzky, A.C. (2006). Organizational Culture and Climate, and Mental Health Provider Attitudes Toward Evidence-Based Practice. *Psychological Services*, 3(1), 61–72.

Adeniji, A.A. (2011). Organizational Climate and Job Satisfaction Among Academic staff in Some Selected Universities in South-west Nigeria. PhD Doctoral Dissertation of Covenant University, Ota, Ogun State, Nigeria.

Adeyanju, G. A. (1996). Creativity: Creativity & Learning Styles. Zaria, Isola Ola & Sons.

Adeyemi, T.O. (2008). Organisational Climate and Teachers' Job Performance in Primary Schools in Ondo State, Nigeria: An Analytical Survey. *Asian Journal of Information Technology*, *7*(4), 138-145.

Afolabi, M. (1998).Introduction to Research Methods for Writting Proposals.Zaria Alpha Publishers.

Afolayan, T. A. F. (1989). Principalship: Introduction to the study of Administration of Post Primary Institutions in Nigeria. Zaria, ABU Press.

Ajayi, I.A. and Ekundayo, J.B. (2008).Management of University Education in Nigeria.Problem and Possible Solutions.Retrieved on May 24, 2014.

Akinsanya, J.J. (1987). Educational Planning for development.Badagry, Lagos, Adegoke Printing and Publishing Company.

Akpakwu, S. O. (2012). Educational Management: Theory and Practice. Makurdi: Destiny Ventures.

Ali, A. (2006). Conducting Research in Education and the Social Science. Enugu, Nigeria Tashiwa Networks LTD.

Ali, A. and Patnaik, B. (2014).Influence of Organizational climate and Organizational Culture on Managerial Effectiveness: An inquisitive study. The Carrington Rand *Journal of Social Sciences.*Vol. 1 No.2, 001-020.

Allen, D. K. (2003). Organizational Climate and Strategic Change in Higher Education: Organizational Insecurity. *Journal of Higher Education*, 46(1): 61-92.

Alvesson, M. & Berg, P.O. (1992).Corporate Culture and Organisational Symbolism. Berlin/New York: de Gruyter.

Angerer, W. (2003).*Successful Human Resource Management*. Boston: Irwin.

Anumnu, A.S. (2005) Employee Attitudinal and Behavioural job commitment in public and private tertiary institution in Lagos state. A publication of educational outcome, Ed. Okoro O. and Nwankpa N.O The 6th Beinnial National Conference of School of Education, Nwafor Orizu College of Education, Ngugbe, held on 14th -18th November, 2015.

Armstrong, T. (1996).AHolistic Approach to Attention Deficit Disorder.Educational Leadership, Vol. 53 No. 5, P34-36.

Armstrong, M. (1993).*A Handbook of Personnel Management Practice*, London: Kogan Page – 4th Edition.

Ary, D., Jacobs, L .C.,& Razavich, A. (2002). Introduction to Reseach in Education (6^{th}ed.) Stamford: Thomson Learning Inc.

Ashforth, B.E. (1985). Climate formation: Issues and extensions. *Academy of ManagementReview,* 10, 837-847.

Ashkanasy, N.M., Wilderom, C.P.M. & Peterson, M.F. (2000).*Handbook of organizationalculture and climate.*Thousand Oaks, CA: Sage. Aydin, M.(2000). Management of Education. Ankara: H.Y.

Asika, N. (2000). *Research Methodology in the Behavioural Science*. Ikeja: Longman

Attkinson, T. and Frechette, H. (2009).*Creating a positive organizational climate in a negative economic one.Improving Organizational Climate to Transform Performance.*FORUM transforming performance.

Bandura , A. (1997). Self –Efficacy: The Exercise of control. Newyork: W.H. Freeman.

Bandura, A. And Locker, E. A (2003). Negative Self -efficacy and Goal Effects Revisited. Journal of Applied Psychology, 88(2003): 87-99.

Bantam, J & Murphy, K. (1993).*Employee Job Satisfaction*, London: Routledge.

Barker, R. (1994). `Relative utility of culture and climate analysis to an organizational change agent: an analysis of general dynamics, electronics division. *International Journa of Organizational Analysis,* 2(1), 68-87.

Baron, R (1996).*Behaviour in Organizations*. Newton: Allyn and Bacon.

Bawn, R. A & Greenberg, J. (1986*). Behaviour in Organizations: Understanding and Managing the Human Side of Work.* London: Allyn & Bacon. 2nd Edition.

Beaufort, B. and Longest, J. R. (1996). *Health Professionals in Management. New Jersey*: Prentice Hall.

Becker, E.J. and Gergart, P.B. (2006). Junior and Senior Faculty Women: Commonalities and Differences in Perceptions of Academic Life. *Journal of Occupational Psychology*. 22(1) 26-45.

Bennis, W. & Nanus, B. (1985). Leaders: The Strategies for Taking Charge. Harper, New York.

Berger, T. & Mizrahi, T. (2001).An Evolving Paradigm of Supervision within a Changing Health Care‖.*Environment Social Work Health Care,* 32, 1 – 18.

Best, J.W. (1981).Research in Education.Second Edition. New Jersey; Prentice Hall Inc. Eagle woods Cliffs.

Bester, C.L., Richter, E.C. and Boshoff, A.B. (1997).Prediction of Academics Job Satisfaction Level‖.*British Journal of Educational Psychology*. 20(4), 59-63.

Billingsley, B. S. and Cross, L. H. (1992).Predictors of Commitment, Job Satisfaction and Intent to Stay in Teaching.A Comparison of General and Special Education‖.*The Journal of Special Education*. 25(4), 461 – 471.

Blake, R.R., Mouton, J.S. and Williams, M.S. (1981). The Academic Admistrarttion Grid. San Francisco – Washington, London: Jersey Bass.

Blau, J.G (2000). The Team Climate Inventory: Development of the TCI and Its Applications in Team Building for Innovativeness. *European Journal of Work and Organisational Behaviour.*19(3) 235-258.

Blood, M and Hulin, C. (1986): Alienation, Environmental Characteristics and Worker Responses‖. *Journal of Applied Psychology*. 51, 284-290.

Booyens, S. W. (1998).*Dimensions of Nursing Management*. Kenwyn: Juta 2nd Edition.

Boro, L; Thopeson, S &Patton, C.(2001). *Organizational Behaviour*. London: Routledge.

Boro, L; Thopeson, S &Patton, C.(2001). *Organizational Behaviour*. London: Routledge.

Borum. (1995). Strategies for Organisational Climate, København: Handelshøjskolens Forla.

Bourdon, K.H., Goodman, R., Simpson, G. & Koretz, D.S. (2005). The strengths and difficulties questionnaire: U.S. normative data and psychometric properties. *Journal of the American Academy of Child & Adolescent Psychiatry*, *44*(6), 557-564.

Bowen, J and Ostroff, O.R (2004).Understanding HRM-Firm Performance Linkages: The Role of Strength of the HR System.*Academy of Management Review.*29(13).203-221.

Boyle, G. J.; Borg, M. G.; Falzon, J. M. & Baglioni Jnr. A. J. (1995).A Structural Model of the Dimensions of Teacher Stress‖.*British Journal of Educational Psychology*. 65(1), 49 – 65.

Brabson, H. Jones, C. and Jayaratne, S. (1991). Perceptions of Emotional Support, Stress and Strain among African–American Human Service Workers‖.*Journal of Multi-Cultural Social Work*. 1, 77 – 101.

Bradley, L. and Parker, R. (2001). Public sector change in Australia: are managers' ideals being realized. *Public Personnel Management*, 30(22), 349-361.

Bua, F. T. (2014). Communication and Interpersonal Relationship in Educational Management: Makurdi, Me2uiMPACTPublishers.

Budhwar, P.S. and Sparrow, P.R. (2002). An Integrative Framework for Understanding Cross-National Human Resource Management Practices, *Human Resource Management Review*, 12,377-403.

Bullon, S. et al (2007). Longman Dictionary of Contemporary English. England: Pearson Education Ltd.

Bunker, D. R. & Wijnberg, M. (1995).*Administration in Social Work*. New York: Haworth Press.

Burn, B. E. (2000).*Assessment A to Z: A Collection of 50 Questionnaire, Instruments and Inventories*. San Francisco: Jassey – Bass.

Burns, A.C and Bush, R.F (1998).*Marketing Research.*New Jersey: Prentice Hall.

Butcher, and Houston, A. (1994). Supervisors matter more than you think: Components of admission-centered organizational climate. *Hospital & Health Services Administration. Chicago,* 39(4), 505-521.

Cahalane, H. and Sites, E.W. (2008).The climate of public child welfare employee retention.*Child Welfare,* 87(1), 91-114.

Cameron, K.S. and Freeman, S.J. (1991). Cultural Congruence, Strength and Type: Relationships to Effectiveness, in Woodman, R. W. and Pasmore, W. A. (Eds), *Research inOrganizational Change and Development*, 5, 23-58.

Campbell, J.P. (1990). Managerial Behaviour. New York: McGraw-Hill

Canary, H. (2011) Communication and Organizational Knowledge : Contemporary Issues for theory and practice : New York: Taylor & Francies.

Carmazzi, A., and Aarons, G. A. (2003).*Organizational culture and attitudes towardadoption of evidence-based practice.*Paper presented at the NASMHPD Research.

Carr, M.J; Schmidt, W.T; Ford, A.M and DeShon, D.J. (2003). Job Satisfaction: A Meta-Analysis of Stabilities. *Journal of Organizational Behaviour.* 22(3)483-504.

Catherine, T.K. & Cheryl, A.B. (2007). Perceptions of Organizational Culture, Leadership Effectiveness and Personal Effectiveness across Six Countries, *Journal of International Management*: 13(2), 178-195.

Cheney, G. (2011). Organizational Communication in an Age of Globalization: issues, Reflections Practices. Long Grave, 11: Waveland Press.

Churchill, G.A, Ford, N.M and Walker, D.C. (1994). Measuring the Job Satisfaction of Industrial Salesmen. *Journal of Marketing Research*. 11, 254-260.

Chung, K. H. (1997). *Motivational Theories and Practices*, Columbia: Amacom.

Clerke, D. (1998). *Management*, Boston: Irwin.

Cockburn, D. and Haydn, T. (2004).*Recruiting and Retaining Teachers: Understanding Why Teachers Teach*, London: Routledge Falmer.

Cockburn, N. and Perry, D. (2004). *Human Resources Management*, Orlando: F. L. Dryden.

Coleman, B. (1998). *Perspectives on Classrooms and Schools*. The Open University Press, London, UK. p. 100-101.

Commitment and Intention to Leave: An Empirical Model. Journal of Business Theory and Practice, Vol.1, No.1; March 2013.

Cooper, D and Schinder, P. (2006).*Business Research Methods.*New York.

Costley, D.L. and Todd, R. (1987). *Human Relations in Organizations*. 3rd Edition. West Publishing, St. Paul. P562.

Cumming, M.W. (1985). The Theory and Practice of Personnel Management. 5th Edition. London: Heinman.

Daftuar C.N. and Nair, P. (2001). An Organizational Culture-Construction of a scale, I.P.R.

Daniel, C and Terrel, D. (2006).*Business Statistics*. New York: Prentice Hall. Daft, R. L. (2000). *Management*, New York: The Dryden Press. 5th Edition. Daver, R. S. (1992). *The Human Side of Management*, New Delhi: Universal Books. 2nd Edition

Daniels, B. (2001). *The Wellness Payoff*. New York: Wiley.

Davis, S. M. (1984). Managing corporate culture. New York: Ballinger The Carrington Rand Journal of Social Sciences, ISSN 2203-2967, June 2014, Vol. 1, No. 2, 001-020. Reading, Mass; Addison-Wesley.

Davis-Blake, A and Pfeffer, J. (1989). Just a Mirage. The Search for Dispositional Effects in Organizational Research. *Academy of Management Review*, 14, 385-400.

De Mose, Z. (1995). *Managing for Success*. Beverly Hills: Sage.

Delery, R.Y and Doty, D.O (2006). Job Satisfaction, Job Involvement and Perceived Organisational Climate Among the Assistants and Lower Managerial Personnel of Government Organization. *Indian Journal of Applied Psychology.*24(2) 58-64.

Denison, D.R. (1990). Corporate Culture and Organizational Effectiveness. New York: John Wiley & Sons.

Denison, D.R. (1996). What is the difference between Organizational culture and organizational climate, A Native's point of view on a decade of Paradigm wars? Academy of Management Review 21(2) 64-(635).

Denisson, D.R (2006). Organisational Culture: Can it be a key Lever for Driving Organizational Change? *The International Handbook of Organizational Culture and Climate.* 4(2).347-372.

Denizer, D. (2008). Accidents at Work and Work Related Health Problems by Sex, Status, Age and Severity. *Journal of Health Management.* 26(2), 721-760.

Dhar, U., Dhar, S. and Jain, P. (2012). Managerial Effectiveness Scale. National Psychological Corporation, Agra, India.

Dibbie, S. (1999). *Keeping Your Valuable Employees: Retention Strategies for your Organizations Most Important Resource,* New York: Wiley.

Donahue, K.B. (2001). How to Ruin a Merger: Five People Management Pitfalls to Avoid. Harvard Management Update, 6(9), 1– 4.

Donaldson, L. (1980). *"Behavioural Supervision: Practical Ways to Change Unsatisfactory Behaviour and Increase Productivity"*. London: Addison – Wesley. 1st Edition.

Dorthe, D.H., Richard. B., Borge, O.M. and Jorgen, L. (2008). How Failure to Align Organizational Climate and Leadership Style Affects Performance. *Management Decisions,* 46(3), 258-266.

Doty, D.O; Glick, O.J and Huber, U.U (2008). A Comparative Study of Job Satisfaction in the Post-Liberalization Scenario among Executives of Private and Public Sector Organizations. *Indian Management Studies Journal*.7(3).21-31.

Edem, D. A. (1982). Introduction to Educational Administration in Nigeria: Ibadan, Spectrum Books Ltd.

Ejimofor, C. (1984). The Classical Theories of Motivation and their Relevance in Nigeria, In Ejimofor P. N. O. and Aniogoh, V.A. (ed) Managing the Nigerian Worker. Ibadan, Longman.

Federal Republic of Nigeria (2004).National Policy on Education. N.E.R.D.C Press: Lagos.

Federal Republic of Nigeria, N.C.C.E Handbook (2012).Nigeria Certificate in Education Minimum Standards for General Education.

Friedlander, F and Margulies, N. (1999). Multiple Impacts of Organizational Climate and Industrial Value Systems Upon Job Satisfaction. *Personnel Psychology*. 22, 171-183.

Forehead, G. and Gilmer, B. (1964). Enviromental Variations in Studies of Organizational Behaviour. Psychological Bulletin 62(6), 361 – 382.

Friesen, D. (1972). Variations in perceptions of organizational climate.*Alberta Journal of Educational Research*, 18(2):23-31.

Furnham, A. and Gunter, B. (1997). Corporate Assessment. London: Routledge.

Garnett, J. L., Malowe, J., and Pandey, S.K. (2008).Penetrating the Performance Predicament: Communication as a mediator or Moderator of Organizational Culture's Impact to Public Organizational Performance. Public Administration Review, 68(2), 266-281.

George, J.M. and Jones, G.R. (2008) Understanding and Managing Organizational Behavior 5th ed. Upper Saddle River, NJ Prentice Hall, 2008, pp 181 – 182.

Giri, V.N. and Kumar, B.P. (2007). Impact of Organizational Climate on Job Satisfaction and Job Performance, *Psychological Studies*, 52(2), 155-168.

Glick, W.H., 1985. Conceptualizing and measuring organizational and psychological climate: Pitfalls in multilevel Research. Academy of Management Review, 10(3): 602-616.

Glisson C, and James L.R. (2002). The cross-level effects of culture and climate in human service teams. *Journal of Organizational Behavior*, 23, 767–794.

Glisson, C. and Hemmelgarn, A (1998). The effects of organizational climate and interorganizational coordination on the quality and outcomes of children's service systems.*Child Abuse and Neglect*, 22(5), 401–421.

Gordon, G. and DiTomaso, N. (1992).Predicting corporate performance from organizationalculture, *Journal of Management Studies*, 29(6), 783-98.

Gordon, G. (1991). Industry determinants of organizational culture. Academy of Management Review, 16, 396-415.

Gordon, R.A. and Schneider, G.T. (1991). School Based Leadership: Challenges and Oportunities, 3rd Ed. New York: Mc Graw-Hill.

Greenberg, J. (2011) Behavior in Organizations.10th ed. Upper Saddle River, NJ: Prentice Hall, 2011, p. 214.

Griffin, R.W. (2012). *Management*. Mason, USA: South- Western College Pub.

Gunbayi, I. (2007). School climate and teachers' perceptions on climate factors: Research into nine urban high schools. *The Turkish Online Journal of Educational Technology, 6*(3), 70-78.

Grigoroudis, W.H and Sikos, V.H (2002). Conceptualizing and Measuring Organizational Climate and Psychological Climate: Pitfalls in Multilevel Research. *Academy of Management Review.* 10(3) 601-616.

Gul, H. (2008) Organizational Climate and Academic Staff's Perception on Climate Factors. Humanity & Social Sciences Journal 3 (1): 37-48, Turkey.

Gunter, Y.J and Furnham, P.K. (1996). Individual Differences and Organisational Climate: Measurement of Organizational Climate by the Multi-trait, Multi-rater Matrix. *Personnel Psychology.* 23. 493-512.

Halpin, A. W. and Croft, D.B. (1963). The Organizational Climate of Schools: Midwest Administration Center. University of Chicago, Chicago, USA. p. 89-110.

Halpin, A.W. (1967). Change and Organizational Climate. *Journal of Educational Administration, 5*(1), 5-25.

Halpin, A.W. (1966). Change and Organizational Climate. *Journal of Educational Administration*, 10(1): 38-81.

Heresy, P. and Blanchard, K.H. (1995). Management of Organizational Behaviour. Utilizing Human Resources: Englewood Cliffs Prentice Hall.

Herzberg, et al (1993). The Motivation Work New Brunswick, NJ: Transaction.

Herzberg, F. (2009) One More Time: How Do You Motivate Employees? Boston: Harvard Business School Press, 2009.

Hoy, W. K. and Sabo, D. J. (1998). *Quality Middle School: Open and Healthy.* California: Corwin Press Inc.

Hoy, W.K. and Miskel, C.G. (2001). *Educational Administration: Theory, Research and Practice.* 6th edition. New York: McGraw-Hill.

. Hoy, W.K., Tarter, C.J. & Kottkamp, (2013). Educational Administration. vol. 2| Nº1 University of Alicante

http://www.awvn.nl/over-ons/about-awvn/consultancy-services/time-resource-management

http://www.fldoe.org/bii/Instruct_Mat/eval.asp.

Institute's 2003 Conference on State Mental Health Agency Services Research, Program Evaluation, and Policy, Baltimore, MD.

Ikeagwu, E. (1984). The Concept of Motivation, In Ejimofor, P. N. O. and Aniagwu, V. A. (ed) Managing the Nigerian Worker. Ibadan, Longman.

James, et al (2008). Organizational and Psychological Climate: A Review of the Theory and Research , European Journal of Work and Organizational Psychology, 17, 5 – 32.

James, L.R, James, L.A. and Ashe, D.K. (1990). The Meaning of Organizations: The Role of Recognition and Values. In B. Schneider (Ed.), Organizational Climate and Culture (40–84). San Francisco, CA: Jossey-Bass.

Jones, G. R. and George, J.M. (2009). Contemporary Management, 6th Ed. Mc Graw Hill Irwim.

John, M.C. and Taylor, J.W. (1999).Leadership Style, School Climate, and the Institutional Commitment of Teachers. *International Forum, 2*(1), 25-57.

Johnsrud, L. K., Heck, R. H., and Rosser, V. J. (2000). Morale matters: Midlevel Administrators and their intent to leave. *Journal of Higher Education*, Pakistan. 71: 34-59.

Jyoti, J. (2013). Impact of Organizational Climate on Job Satisfaction, Job Commitment and Intention to Leave: An Empirical Model. India: Journal of Business Theory and Practice Vol. 1, No. 1; March 2013.

Kangis, P., Gordon, D. & Williams, S. (2000).Organizational climate and corporate performance: An empirical investigation. *Management Decision, 38*(8), 531-542.

Katz, A.U and Kahn, J.K (2004). Organisational Climate and Job Satisfaction: A Conceptual Synthesis. *Journal of Organisational Behaviour and Human Performance.*16(2).45-62.

Keuter, K; Byrne, E; Voell, J. and Larson, E. (2000).Human Resource Measurement: A Challenge for Accountants‖. *Applied Academics Research* 13(1), 46-49.

Keyston, J. (2011). Communication and Organizational culture: A key to Understanding Work Experiences. Thousand Oaks, CA: Sage, 2011.

Khanna, S.D., Lamba, T.P, Saxena V.R. and Murthy, V. (2005) Educational Administration, Planning, Supervision and Financing. India: Doaba Hause Publishers.

Kimberly, E. M. (2007). A System Thinking Approach to Educational Reform: Addressing Issues Surrounding Teacher Burnout Through Comprehensive School Change. (Unpublished) Doctoral dissertation, Oregon State University, USA.

Klecker, B and Loadman, W. (1999). Male Elementary School Teachers‘ Ratings of Job Satisfaction by Years of Teaching Experience. *Research in Education*.119,504-513.

Klein, O.O, Conn, I.U., Smith, A.P. and Sorra, S.I. (2007). Decision Participation and School Climate as Predictors of Job Satisfaction and Teachers‘ Sense. *Journal of Experimental Education.*63(3) 217-231.

Klein, U.E; Cook,J and Wall, T.D. (2000). New Work Attitudes, Measures of Trust, Organisational Commitment and Personal Need Non- Fulfilment. *Journal of Educational Research.*93(1) 39-58.

Kniveton, B. (1991). An Investigation of Factors Contributing to Teachers Job Satisfaction. *School Psychology International*, 12, 361 – 370.

Koeske, G. and Koeske, R. (1993). A Preliminary Test of Stress-Strain-Outcome Model for Reconceptualizing the Burnout Phenomenon. *Journal of Social Service Research*. 17(5), 107 – 131.

Kopelman, M.L; Brief, E.F and Guzzo, R.T (2000). Congruence Between Individual Needs, Organisational Climate, Job Satisfaction and Performance. *Academy of Management Journal.*18(3) 149-165.

Lazaridou, A. and Tsolakidis, I.G. (2011). *An Exploration of Organizational Climate in Greek high school*.

Leithwood, K. and Wahlstrom, K.L. (2008). Linking Leadership to Student Learning.The Journal of Leadership for Effective and Equitable Organization.Vol44, no 4. 455 – 457.

Lewin, W.J; Lippit, T.P and White, M.P (1999). Goal Orientation, Self-efficacy, Organizational Climate and Job Performance. *Academy of Management.*11(3) 241-263.

Liao, J.J and Chuag, C.G (2004). Experience of Stress: Differences Between College Teachers and Executives. *Journal of Psychological Studies.*44(3) 65-6.

Likert, R (1997). Organizational Climate: Relationship to Organizational Structure, Process and Performance. *Organizational Behaviour and Human Performance.* 11(4) 139-155.

Lindell, J.G and Brandt, W.Y (2000). Teacher Job Satisfaction and Job Stress-School Size, Age, and Teaching Experience. *Journal of Education.* 112(2) 267-278.

Litwin, G. H. (2001). Organizational Climate: Exploration of a Concept. Boston: Harvard University, Division of Research, Graduate School of Business Administration.

Litwin, G and Stringer, R (1978).*Motivation and Organizational Climate*. Cambridge: Harvard University, Press.

Lobiando-Wood, G. and Haber, J. (1994).*Research Methods, Critical Appraisal and Utilization*, London: Mosby. 3rd Edition.

Lockburn, E and Terry, P (2004).*Organizational Behaviour*, London: Juta.

Lord, R.G. and Maher, K. J. (1993). Leadership and Information Processing, London: Boutledge.

Lunenburg, F.C. and Ornstein, A.C. (2012) Educational Administration: Concepts and Practices. USA: Wadsworth Cengage Learning.

Lunerburg, F.C and Irby, B. J. (2006), C.A: Wadsworth/Cengage Learning.

Mark, L. and Rena Pranjudith, H. (2010). Non-verbal Communication in Human Interaction. Belmont, C A: Wadsworth/Cengage.

Cropanzano, R and James, K. (1990). Some Methodological Considerations for the Behavior Genetic Analysis of Work Attitudes, *Journal of Applied Psychology*. 75, 433-439.

Marriner-Tomey, A. (2000). *Guide to Nursing Management and Leadership*. Chicago: Mosby. 6th Edition.

McGregor, D.M (2000). A Note on Organizational Climate. *Organisational Behaviour and Human Performance*.16(2).250-279.

McMahan-Landers, I.J (2003). *Strategies for Improving the Quality of Part-Time Teacher Programme in Colleges of Education in Oshodi. Teacher Programme in Colleges of Education in Nigeria.* Benin City. Uniben Press.

McMurray, et al (2010). Leadership, Climate, Psychological Capital, Commitment, and Wellbeing in a Non-Profit Organization. Leadership and Organizational Development Journal, 31(5), 436 – 457.

McNeese- Smith, D.K. (1999). A Content Analysis of Staff Nurse Description of Job Satisfaction. *A Journal of Advance Nursing*.29(6), 1332- 1341.

Medly, D. M. and D. N. Shannon. 1994. *Teacher Education. The International Encyclopedia of Education System*, Oxford. 10(2): 6015-6020.

Merton, M.T and Kitt, K.N (2005). A Multilevel Model of Safety Climate: Cross-level Relationships Between Organisation and Group-level Climates. *Journal of Applied Psychology*. 90(16) 616-638.

Merton, M.T and Kitt, K.N (2005). A Multilevel Model of Safety Climate: Cross-level Relationships Between Organisation and Group-level Climates. *Journal of Applied Psychology*.90(16) 616-638.

Meyer, S.H; Tsui, A.J and Hinnings, O.Y (2003). Job Satisfaction as Related to Organizational Climate Among Bank Officers. Paper Presented in 4th International and 35th IAAP Conference at Anand (Gujarat). May27-29.

Meyer, S.H; Tsui, A.J and Hinnings, O.Y(2003). Job Satisfaction as Related to Organizational Climate among Bank Officers. Paper Presented in 4th International and 35th IAAP Conference at Anand (Gujarat). May27-29.

Miner, J.B. (2008) Organizational Behavior 5: From Unconcious Motivation to Role-Motivated Leadership. New York: M.E. Sharpe.

Mondy, R. W. and Premeaux, S. R. (1995).*Management Concepts, Practice and Skills*. Eaglewood: Prentice-Hall. 7th Edition.

Moorhead, G. and Griffin.W. (1998). *Managing People and Organizations: Organizational Behaviour*. Boston: Mifflin. 5th Edition.

Moran, E.T. and Volkwein, J.F. (1992). The cultural approach to the formation of organizational climate, *Human Relations*, 45, 19-47.

Morgan, J. (1973). Principles of Administration and Supervisory management. New Jersey: Prentice Hall.

Morgeson, M.O. and Hofmann, I.J. (2009). Climate as a Moderator of the Relationship Between Leader-Member Exchange and Content Specific Citizenship: Safety Climate as an Exempler. *Journal of Applied Psychology*. 88(26) 170-198.

Morris, A., and Bloom, J.R. (2002), Contextual factors affecting job satisfaction and organizational commitment in community mental health centres undergoing system changes in the financing of care. *Mental Health Services Research*, 4(2), 71–83.

Morrison, M. (1993). *Professional Skills for Leadership: Foundations of a Successful Career*. London: Mosby.

Moslow, A.H (1998). Maslow on Management. New York: John Wiley & Sons.

Mullins, L. J. (1999). *Management and Organizational Behaviour*.England. Pearson Education Limited. 5th Edition.

Mullins, L.J. (1995). Hospitality Management: A Human Resources Approach. Harlow,Essex: Longman.

Musaazi, J. C. S. (1982). Theory and Practice of Educational Administration. London: Macmillan PressLtd.

Nakpodia, E.D. (2010). Human Resource Management in School Administration in Delta State of Nigeria.Journal of Social Science, 23(3).

Ndagi , J.O (1999). Essentials of Reserach Methodology for Educators. Ibadan: University Press.

Nicholson, E.A and Miljus, R.C (1992). Job Satisfaction and Turnover Among Liberal Arts College Professors‖. *Personnel Journal .51: 840-845.*

Normala, D. (2010). Investigating the Relationship between Quality of life and Organizational Commitment among Employees in Malaysian Firm. International Journal of Business Management, 5(10), 75 - 82.

Nunghe, A.L. (1988). Power Styles and Leadership Behaviours: A Study of Effectiveness of Principals of Secondary Schools in Benue State of Nigeria : An Unpublished M.Ed Thesis, Ahmadu Bello University, Zaria.

Nwachkwu C.C. (1988). Management: Theory and Practice: Uniport Nig.

Nworgu, B.G (2006). Educational Reserach, Basic Issues and Methodology. Enugu: University Trust Publishers.

Oboegbulem, A. I. (2007). Teacher Stress and Management, Enugu.

Odo, M. E. (2005). The Problem of Indiscipline in Nigerian Schools. The Journal of the Nigerian Principals.

O'Driscoll, M.R. and Evans, R. (1988).Organizational factors and perceptions of climate in three psychiatric units.*Human Relations*, 41(5), 371-88.

Ogunsaju, S. (2006). School Management and Supervision, Ile-Ife: Cleanprint.

Ojo, A. O. (1998). Effective Management of Human and Material Resources for the Development of Science and Technology.Third National Science and Technology Forum. PP 190-197.

Okonkwo, C. O. (1998). Personnel Management in Government Parastatals: A case Study of Sokoto State Teachers Service Board (SSTSB). An Unpublished Postgraduate Diploma in Management (PGDM) project report of Usman Danfodiyo University Sokoto, Nigeria.

Okonkwo, C.O. (1999).Workers Motivation and Productivity (A case study of Ministry of Education Sokoto).An unpublished MBA thesis of Usman Danfodiyo University, Sokoto, Nigeria.

Okonkwo, C.O. (2011). Impact of Principals' Leadership Styles on the Management of Secondary Schools in Sokoto Metropolis. An Unpublished M.Ed Thesis of Ahmadu Bello University Zaria, Nigeria.

Okoro, R.U. and Liman, B.M. (2016). Basic Guide to Educational Research Methods and Statistics. Nigeria: De-Emeralds Printing and Publishing.

Okpara, E. (1984). "How can we motivate Nigerian Workers?" In Managing The Nigeria Working (Longman Ibadan Nig).

Oshagbemi, T. (1999). Academics and Their Managers: A Comparative Study in Job Satisfaction‖. *Personnel Review*. 28, 108-123.

Osuagwu, H. G. O. (1984). Theories of Motivation and the Nigerian Environment; In Managing the Nigerian Worker. Longman.

Ostroff, O.R; Kinicki, S.N and Tamkins, U.O (2007). Relationships between Psychological Climate Perceptions and Work Outcomes: A Meta- Analytic Review. *Journal of Organizational Behaviour*. 24(4) 389-416.

Otokiti, S.O. (2005). *Methodologies and Mechanics of Computational System.* New Delhi: Sultan Chand and Son.

Ovwigho, Y.M. (2004). Educational Administration and Planning in Nigeria: Concepts, Theories and Practice. Benin City: Justice-Jeco Press.

Oxford Advanced Learners Dictionary of Contemporary English (2007). England: Pearson Education Ltd.

Ozden, Y. (2000). Transformation in Education and the New Values in Education. Ankara: P.Y. Ltd.

Paisey, A. (1992). *Organisation and Management in Schools*.2nd edition. New York: Longman publishing.

Patterson, M. G., Warr, P. B., and West, M. A. (2004). Organizational Climate and Company Performance: The Role of Employee affect and employee level. *Journal of Occupational and Organizational Psychology*, 77(2), 193-216.

Patterson, P.M; Payne, I.J and West, I.U. (2006). Climate and Culture: An Evaluation of Constructs. *Creativity Research Journal.*16(1) 119-140.

Pauley, J.A. (2010) . Communication: The key to effective leadership. Milwaukee, W/: ASQ quality Press.

Payne, I.J (2010). The Relationship Between Satisfaction, Attitudes and Performance: An Organisational Level Analysis. *Journal of Applied Psychology*.27(22) 963-984.

Payne, R. (1990). Madness in our method. *Journal of Organizational Behavior* 11(1), 77-80.

Payne, R..L and Morrison, D (2002). The Differential Effects of Negative Affectivity on Measures of Well-Being Versus Job Satisfaction and Organizational Commitment. *Journal of Organizational Behaviour*.24(3), 415-432.

Payne, R.L (2010). Organizational Climate and Job Satisfaction: A Conceptual Synthesis, Organizational Behaviour and Human Performance. *Asian Journal of Applied Sciences.*16(8) 1094-1099.

Payne,I.J and Mansfield, A.A (2003). Managerial Climate, Work Groups and Organizational Performance.*Administrative Science Quarterly*.12(2) 253-272.

Peretemode, V. F. (1991). Educational Administration: Applied Concepts and Theoretical Perspectives for Students and Practitioners, Lagos: Jajsa Educational Research and Publishers Ltd.

Peterson, W. (1995). *The Effect of Organizational Design on Group Cohesion Power, Utilization and Organizational Climate*. Toronto: Prentice-Hall.

Polit, D. F. and Hungler, B. P. (1991).*Essentials of Nursing Research Methods, Appraisal and Utilization*. Philadelphia: Lipincot. 4th Edition.193 .

Pritchard, R and Karasick, B (1993).The Effects of Organizational Climate on Managerial Job Performance and Job Satisfaction‖.*Organizational Behaviour and Human Performance*. 9, 110-119.

Rahimic, Z. (2013). Influence of organizational Climate on Job Satisfaction in Bosnia and Herzegovina Companies Published by Canadian Centre of Science and Education.

Rakesh, K. (2014). impact of organizational climate on job satisfaction: a study of bharti airtel

Rao, V.K (2008) Teacher Education. New Delhi APA Publishing Corporation.

Raza, S.A. (2010). Impact of Organizational Climate on Performance of College Teachers in Punjab. *Journal of College Teaching & Learning, 7*(10), 47-52.

Raza, S.A. (2010). *Relationship between Organizational Climate and Performance of Teachers in Public and Private Colleges of Punjab.*(Doctoral dissertation, University Institute of Education and Research, Pir Mehr Ali Shah, Arid Agriculture University Rawalpindi and University Rawalpindi)..

RB. (1991). *Open Schools/Healthy Schools: Measuring Organizational Climate.* London: Sage Publication.

Reichled, G.H. (2003). *Motivation and Organizational Climate*. Cambridge, MA: Harvard Business School, Division of Research.

Robbinson, S. P. (2007). *Organizational Behaviour, Concepts, Controversies, Applications*. New Jersey: Prentice Hall 7th Edition.

Rooney, J. (2003). Principals Who Care: A Personal Reflection. *Educational Leadership, 60*(6), 76-79.

Schein, E. H. (2004). Organizational Culture and Leadership, 3rd Edition, Jossey-Bass, San Francisco.

Schein, E. (1992). Organizational Culture and Leadership, San Francisco: jossey Bass.

Schneider, I.I. (2008). Motivation and Organisational Climate.*Journal of Personnel Psychology*.29(3).371-392.

Schneider, S.I; Salvaggio, R.J and Subirats, O.R (2002). Effects of Organisational Climates on Job Satisfaction, Sense of Participation, Alienation and Role Stress. *Journal of Industrial Relations.*9(1) 408-419.

Selamat, N. Samsu, N. Z. & kamalu, N. S. M. (2013). The Impact of Organizational Climate on Teachers' Job Performance. Educational Research Journal, Vol.2, No 1,Malaysia.

Silver, P. F. (1983). *Educational Administration: Theoretical Perspectives on Practice and Research*, Harper and Row Publishers, New York. pp. 45-66, 180-184.

Singh, S. (1985).A study of school climate, leadership behavior and moral development of the heads of elementary and secondary schools.(Doctoral dissertation Unpublished). Punjab University, India.

Smith, M.E. (2003), Changing an Organizations Culture: Correlates of Success and Failure, *Leadership and Organizational Development Journal*, 24(5), 249-261 Special Issue, 56(4), 117-126.

Srivastava, S. (2000), Concepts of Culture and Organizational Analysis: A perspective, *Vision: Journal of Business Perspective*, special Issue.

Stajkoric, A.D and Luthans, F. (1998). Self –Efficacy and Work-Related performance. Psychological Bellebin, 24 (1994) 240-261.

Steyn, G. M. & Van Wyk, J. N. (1999).‖ Job Satisfaction. Perceptions of the Principals and Teachers in Urban Black Schools in South Africa‖. *South African Journal of Education*. 19(1), 37 – 43.

Stone, E.F. (1992). A Critical Analysis of Social Information Processing Models of Job Perceptions and Job Attitudes‖.In J. Cranny, P. Smith & E.F. Stone (Eds).*Job Satisfaction: How People Feel About their Jobs and How it Affects their Performance*. New York: Lexington Books. 165-194

Sweeny, P.D and McFarlin, D.B. (2002).*Organizational Behaviour: Solution for Management.* New York: McGraw-Hill Companies.

Tagiuri, R. (1998). The Concept of Organizational Climate. Boston, Harvard University Press.

Taymaz, H. (2003).School Management. Ankara: P.Y. Ltd.

Terre Blanche, M. & Durrheim, K. (1999).*Research in Practice: Applied Methods for the Social Sciences*. Cape Town: University of Cape Town Press.

Terrel, A.D; Price, W.T and Joyner, R.L (2008). Job Satisfaction Among Community College Occupational Technical Faculty Community. *Journal of Applied Science.*22(1), 111-122.

Thennissen, J. M. (1994). The Connection Between Organizational Climates, Personnel Development and Career Satisfaction among Teachers: An Educational Management Perspective‖. PhD Thesis: Pretoria, University of Pretoria.

Thompson, M.D. (2005). Organizational climate perception and job element satisfaction: A multi-frame application in a higher education setting. *E-Journal of Organizational Learning and Leadership, 4*(1).

Ukeje, B.O. and Ehiametalor, E.T. (1998) Crisis in Nigeria Education. School of Education Guest Lecture Series, No. 1, Nwafor Orizu College of Education Nsugbe. Nigeria.

Verbeke, W. Volgering, M., and Hessels, M. (1998).Exploring the conceptual expansion within the field of organizational behaviour: Organizational climate and organizational culture *journal of Management studies.* 35(3), 303 – 330.

Volkwein, J. F. and Zhou, Y. (2003). Testing a Model of Administrative Job Satisfaction. *Research in Higher Education*, 44(2): 149-171.

Warr, P.B. and West, M.A. (2004). Organizational Climate and Company Performance. Journal of Occupational and Organizational Psychology, 77(2), 193-216.

Webb, D.L. and Norton, M.S. (2009). Human Resources Administration: Personnel Issues and Needs in Education. 5th ed. NJ: Pearson Education.

Whitley, B. E. (2002). *Principles of Research in Behavioural Science*. New York: McGraw-Hill.

Wilson, D.C and Rosenfeld, R.H (1990).*Managing Organizations*, London: McGraw Hill.

Wittmer, D.P. & Coursey, D. (1996). Ethical Work Climates: Comparing Top Managers in Public and Private Organizations. *Journal of Public Administration Research and Theory*, 6 (4), 559-572.

Wolpin, R.; Burke, T. & Green, A. (1999).*Psychology of Motivation*. Georgetown, Ontario: Irwin.

www.dpnpugh.com/.../THE%20ORGANIZATIONAL%20CLIMATE%20OF%20SCH Retrieved on 24/03/2018.

www.managementstudyguide.com/human-resource-management.htm

Xaba, M. I. (1996). Factors Influencing the Job Satisfaction of Senior Teachers in Schools Attended by Black Students. *Unpublished M.Ed Dissertation, Patchefsroom, University for Christian Higher Education.*

Ying, L. (2007). Nursing Competency and Organizational Climate as Perceived by Staff Nurses in a Chinese University Hospital. Journal of Nursing and Health Sciences, 9(3):221 – 227.

Zhang, J. (2010), Organizational Climate and its Effects on Organizational Variables: An Empirical Study, *International Journal of Psychological Studies*, 2(2), 189-201.

APPENDIX A

DEPARTMENT OF EDUCATIONAL FOUNDATION AND CURRICULUM
Faculty of Education
AHMADU BELLO UNIVERSITY, ZARIA
Email: efoeduc@abu.edu.ng
Chancellor: Professor Abdullahi Mustapha, B.Sc (Hons) Pharm (ABU), Ph.D (London), FPSN
Head of Department: Dr. Bashir Maina, B.Ed (Unimaid), M.Ed., Ph.D (ABU)

Our Ref: DEFC/S.25 Date:_____

_____

_____

_____

_____

Dear Sir,

LETTER OF INTRODUCTION

The bearer,_____, with Registration Number _____,is a student in this department. He /She is carrying out research, being part of requirement for graduation, in _____. He/She needs certain information in your organization. Kindly, allow him/her have access to information in your organization. The information obtained will be used for research purpose only. The topic of his/her research is:

_____

_____

_____

_____

Thanks in anticipation of your kind response.

Yours sincerely,

Head of Department
Dept. of Educational Foundation & Curriculum
A. B. U. Zaria

26/11/2016

Dr. Bashir Maina
Head of Department

APPENDIX B

Department of Educational Foundations
Faculty of Education,
A.B.U. Zaria.
18th March, 2017.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

The researcher is a postgraduate student of the Department of Educational Foundations, Ahmadu Bello University, Zaria undertaking a research on **Perceptions of Stakeholders on Prevailing Organizational Climates in Colleges of Education in North-West Zone of Nigeria.**

The research is in partial fulfillment of the requirement for Doctor of Philosophy (PhD) in Educational Administration and Planning. It is purely for academic purpose and all information provided will be treated with utmost secrecy. Please your sincere response will be highly appreciated.

Thank you in anticipation of your cooperation.

Yours sincerely,

OKONKWO C.O.

APPENDIX C

QUESTIONNAIRE ON THE PREVAILING ORGANIZATIONAL CLIMATES IN COLLEGES OF EDUCATION IN NORTH-WEST ZONE OF NIGERIA

Section A: Demographic Variables of respondents

Instruction: Please tick [✓] in the appropriate box

1. Status
   a. Academic staff ( )
   b. Non Academic Staff ( )
   c. Management staff ( )
2. Gender: (a) Male (b) Female
3. Age: (a) 21-30yrs (b) 31-40 yrs (c) 41 and above
4. Educational qualification
   (a) PhD
   (b) Master's
   (c) Bachelor's Degree
   (d) HND
   (e) NCE/OND
   (f) Others, specify…….
5. Years of teaching experience
   (a) Less than 3 years
   (b) 4 – 6 years
   (c) 7 to 10 years
   (d) More than 10 years

6. Ownership of the college:

    a. Federal ( )

    b. State ( )

7. Location of college (state): Kaduna ( ) Kano ( ) Kebbi ( ) Sokoto ( ) Zamfara ( )

Instruction: please indicate the extent of your feelings and agreement by ticking in the appropriate column

Section B: Prevailing open organizational climate in Colleges of Education in North-West Zone of Nigeria

	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions					
2.	The management style in the college encourages employees to participate in decision making					
3.	There is cordial relationship between the management and other staff in the college as it welcomes suggestions on personnel needs					
4.	There is an atmosphere of co-operation in the college, which helps to improve performance because the leader manages conflicts effectively					
5.	In the college, there is feeling of general good fellowship and helpfulness among members as merit is given due consideration in assigning responsibilities					
6.	In the college, there is high degree of confidence reposed on the management as it ensures prompt rewards					
7.	The management in the college, provides feedback to employees leading to improved performance					
8.	The management in the college, usually organizes staff training in form of seminar/workshopsto update knowledge					
9.	The management in the college, communicates appropriately with employees that make them feel free to express opinions, such as in recruitment plans					
10.	The way and manner disciplinary measures are handled in my college by the management is					

	satisfactory					

Section C: Prevailing Autonomous Organizational Climate in Colleges of Education in North-West Zone of Nigeria

	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The college climate offers enough freedom to carry out my duty					
2.	The management in the college welcomes suggestions from staff regarding human resource planning					
3.	I feel happy about my job because it fits my skills					
4.	The college offers opportunities for exercising individual initiative					
5.	The management in the college, provides employees with adequate information about policy					
6.	The management in the college, provides me with feedback after evaluation					
7.	The management structure in my college, ensures that adequate record keeping is maintained to identify personnel needs					
8.	The management in the college organizes meetings to solicit ideas from staff.					
9.	The management in the college encourage staff to undergo in-service training					
10.	The management in the college, communicates the real worth of staff through the reward system in use					

Section D: Prevailing Controlled Organizational Climate in Colleges of Education in North-West Zone of Nigeria

	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The management in the college, lays much emphasis on hard work with little concern about workers' welfare					
2.	The management ensures strict supervision of employees' work with minimal feedback					
3.	The management in the college keeps a specified time frame for recruiting staff (due process)					
4.	The control system in the college is rigid because employees must adhere to established rules and regulations					
5.	Self regulation in the college is not allowed					
6.	There is minimal participation in decision making by the staff in the college					
7.	Staff meetings in the college are not enough to allow staff to air their views in matters affecting them.					
8.	In the college, there is one-way communication from top to bottom.					
9.	The management in the college pays little attention to motivating staff through rewards					
10.	In the college, conflicts are not properly managed leading to poor attitude to work					

Section E: Prevailing Familiar Organizational Climate in Colleges of Education in North-West Zone of Nigeria

	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The management in the College, is more concerned with friendly relationship with workers and less of their professional development					
2.	In the college, workers who show familiarity (friendliness) with the management are less committed to their primary assignment					
3.	In the college, workers who show friendliness with management form cliques to intimidate others					
4.	In the college, committed workers do not share the same view with management					
5.	Committed workers in the college resent the way management runs the college, such as recruit staff at random without due process					
6.	The management in the college pays little or no attention to staff motivation					
7.	The communication process in the college is not satisfactory					
8.	In the college, conflict management is poor as the type of leadership style depicts laissez-faire					
9.	Familiarity between the management and workers in the college is so much that the college work suffers without performance appraisal					
10.	The management in the college does not encourage participative decision making					

Section F: Prevailing Paternal Organizational Climate in College of Education in North-West Zone of Nigeria

	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management					
2.	The provost assumes to know best as such he/she does not need suggestions from others					
3.	The management in the college is not supportive of participative decision making because staff meetings are not regular where ideas are generated.					
4.	The management in the college rewards positively to only staff in its good book					
5.	In the college, workers are not encouraged by the management to express their difficulties for professional growth					
6.	There is high degree of centralization of power in the college because the Provost issues directives to other management team					
7.	There is division among members of staff in the college					
8.	The college management is indifferent about conflict resolution because of its divide and the rule tactics					
9.	Employees show little or no trust to the management in the college due to poor motivation which makes them less productive as they feel unsupported and alone.					
10.	The management in the college do not provide specific feedback to workers thereby preventing innovation and creativity.					

Section G: Prevailing Closed Organizational Climate in Colleges of Education in North-West Zone of Nigeria

	Item statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1.	The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees					
2.	The management style in the college discourages employees to contribute in decision making process					
3.	The relationship between the management and employees in the college is not cordial as it disregards suggestions on personnel needs					
4.	There is an atmosphere of distrust in the college resulting in lack of cooperation and poor performance due to poor management of conflict					
5.	In the college, there is feeling of uncooperativeness among members as merit is not considered in assigning responsibilities					
6.	In the college, the employees lack confidence in the management for being inconsiderate in rewarding					
7.	The management in the college, neglects providing feedback to employees leaving them in frustration and poor performance					
8.	The management in the college, rarely organizesstaff training in the form of seminars/workshops to update knowledge					
9.	The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinions					
10.	The way and manner disciplinary measures are handled in my college by the management are not satisfactory.					

APPENDIX D

Frequency Table of Bio-data

Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturers	333	84.7	84.7	84.7
	non academic staff	20	5.1	5.1	89.8
	management staff	40	10.2	10.2	100.0
	Total	393	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	25	6.4	6.4	6.4
	male	234	59.5	59.5	65.9
	female	134	34.1	34.1	100.0
	Total	393	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	21	5.3	5.3	5.3
	21-30 yrs	39	9.9	9.9	15.3
	31-40 yrs	132	33.6	33.6	48.9
	41 and above	201	51.1	51.1	100.0
	Total	393	100.0	100.0	

Educational qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD	35	8.9	8.9	8.9
	Masters	230	58.5	58.5	67.4
	Bachelors degree	96	24.4	24.4	91.9
	HND	16	4.1	4.1	95.9
	NCE/OND	16	4.1	4.1	100.0
	Total	393	100.0	100.0	

Years of teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	44	11.2	11.2	11.2
	less than 3 years	35	8.9	8.9	20.1
	4-6 years	44	11.2	11.2	31.3
	7-10 years	60	15.3	15.3	46.6
	more than 10 years	210	53.4	53.4	100.0
	Total	393	100.0	100.0	

Ownership of the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	12	3.1	3.1	3.1
	federal	157	39.9	39.9	43.0
	state	224	57.0	57.0	100.0
	Total	393	100.0	100.0	

Location of college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.0	2.0	2.0
	kaduna	126	32.1	32.1	34.1
	kano	74	18.8	18.8	52.9
	kebbi	31	7.9	7.9	60.8
	sokoto	121	30.8	30.8	91.6
	zamfara	33	8.4	8.4	100.0
	Total	393	100.0	100.0	

APPENDIX E

Frequency Table of Lecturers (Academic Staff)

The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	2.1	2.1	2.1
	Disagree	60	18.0	18.0	20.1
	Undecided	13	3.9	3.9	24.0
	Agree	199	59.8	59.8	83.8
	Strongly Agree	54	16.2	16.2	100.0
	Total	333	100.0	100.0	

The management style in the college encourages employees to participate in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	.9	.9	.9
	Strongly disagree	13	3.9	3.9	4.8
	Disagree	156	46.8	46.8	51.7
	Undecided	29	8.7	8.7	60.4
	Agree	109	32.7	32.7	93.1
	Strongly Agree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

There is cordial relationship between the management and other staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	.9	.9	.9
	Strongly disagree	3	.9	.9	1.8
	Disagree	54	16.2	16.2	18.0
	Undecided	33	9.9	9.9	27.9
	Agree	192	57.7	57.7	85.6
	Strongly Agree	48	14.4	14.4	100.0
	Total	333	100.0	100.0	

There is an atmosphere of cooperation in the college, which helps to improve performance because the leader manages conflict effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	Strongly disagree	4	1.2	1.2	3.9
	Disagree	70	21.0	21.0	24.9
	Undecided	57	17.1	17.1	42.0
	Agree	168	50.5	50.5	92.5
	Strongly Agree	25	7.5	7.5	100.0

There is cordial relationship between the management and other staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	.9	.9	.9
	Strongly disagree	3	.9	.9	1.8
	Disagree	54	16.2	16.2	18.0
	Undecided	33	9.9	9.9	27.9
	Agree	192	57.7	57.7	85.6
	Strongly Agree	48	14.4	14.4	100.0
	Total	333	100.0	100.0	

In the college, there is feeling of general good fellowship and helpfulness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	.3	.3	.3
	Disagree	54	16.2	16.2	16.5
	Undecided	47	14.1	14.1	30.6
	Agree	196	58.9	58.9	89.5
	Strongly Agree	35	10.5	10.5	100.0
	Total	333	100.0	100.0	

In the college there is high degree of confidence reposed on the management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	17	5.1	5.1	5.1
	Strongly disagree	8	2.4	2.4	7.5
	Disagree	78	23.4	23.4	30.9
	Undecided	85	25.5	25.5	56.5
	Agree	117	35.1	35.1	91.6
	Strongly Agree	28	8.4	8.4	100.0
	Total	333	100.0	100.0	

The management in the college provides feedback to employees leading to improved performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	5	1.5	1.5	1.5
	Strongly disagree	12	3.6	3.6	5.1
	Disagree	122	36.6	36.6	41.7
	Undecided	51	15.3	15.3	57.1
	Agree	126	37.8	37.8	94.9
	Strongly Agree	17	5.1	5.1	100.0
	Total	333	100.0	100.0	

The management in the college usually organizes good orientation to give a sense of direction to employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	.6	.6	.6
	Strongly disagree	10	3.0	3.0	3.6
	Disagree	158	47.4	47.4	51.1
	Undecided	39	11.7	11.7	62.8
	Agree	112	33.6	33.6	96.4
	Strongly Agree	12	3.6	3.6	100.0
	Total	333	100.0	100.0	

The management in the college communicates appropriately with employees that make them feel free to express opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	10	3.0	3.0	3.0
	Strongly disagree	7	2.1	2.1	5.1
	Disagree	138	41.4	41.4	46.5
	Undecided	67	20.1	20.1	66.7
	Agree	79	23.7	23.7	90.4
	Strongly Agree	32	9.6	9.6	100.0
	Total	333	100.0	100.0	

The way and manner disciplinary measures are handled in my college by the management is satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	.6	.6	.6
	Strongly disagree	8	2.4	2.4	3.0
	Disagree	87	26.1	26.1	29.1
	Undecided	24	7.2	7.2	36.3
	Agree	185	55.6	55.6	91.9
	Strongly Agree	27	8.1	8.1	100.0
	Total	333	100.0	100.0	

The college climate offers enough freedom to carry out my duty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	.6	.6	.6
	Strongly disagree	3	.9	.9	1.5
	Disagree	63	18.9	18.9	20.4
	Undecided	26	7.8	7.8	28.2
	Agree	189	56.8	56.8	85.0
	Strongly Agree	50	15.0	15.0	100.0
	Total	333	100.0	100.0	

The management in the college welcomes staff suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	10	3.0	3.0	3.0
	Strongly disagree	7	2.1	2.1	5.1
	Disagree	107	32.1	32.1	37.2
	Undecided	53	15.9	15.9	53.2
	Agree	140	42.0	42.0	95.2
	Strongly Agree	16	4.8	4.8	100.0
	Total	333	100.0	100.0	

I feel happy about my job because it fits my skilss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	5	1.5	1.5	1.5
	Strongly disagree	1	.3	.3	1.8
	Disagree	14	4.2	4.2	6.0
	Undecided	14	4.2	4.2	10.2
	Agree	166	49.8	49.8	60.1
	Strongly Agree	133	39.9	39.9	100.0
	Total	333	100.0	100.0	

The college offers opportunities for exercising individuals initiative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	.3	.3	.3
	Strongly disagree	4	1.2	1.2	1.5
	Disagree	74	22.2	22.2	23.7
	Undecided	56	16.8	16.8	40.5
	Agree	171	51.4	51.4	91.9
	Strongly Agree	27	8.1	8.1	100.0
	Total	333	100.0	100.0	

The management in the college, provides employees with adequate information about policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	.6	.6	.6
	Strongly disagree	11	3.3	3.3	3.9
	Disagree	102	30.6	30.6	34.5
	Undecided	54	16.2	16.2	50.8
	Agree	138	41.4	41.4	92.2
	Strongly Agree	26	7.8	7.8	100.0
	Total	333	100.0	100.0	

The management in the college provides me with feedback after evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	.9	.9	.9
	Strongly disagree	12	3.6	3.6	4.5
	Disagree	85	25.5	25.5	30.0
	Undecided	61	18.3	18.3	48.3
	Agree	156	46.8	46.8	95.2
	Strongly Agree	16	4.8	4.8	100.0
	Total	333	100.0	100.0	

The management structure in my college ensures that adequate record keeping is maintained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	10	3.0	3.0	3.0
	Strongly disagree	10	3.0	3.0	6.0
	Disagree	52	15.6	15.6	21.6
	Undecided	30	9.0	9.0	30.6
	Agree	180	54.1	54.1	84.7
	Strongly Agree	51	15.3	15.3	100.0
	Total	333	100.0	100.0	

The management in the college organizes meetings to solicit ideas from staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	14	4.2	4.2	4.2
	Strongly disagree	13	3.9	3.9	8.1
	Disagree	97	29.1	29.1	37.2
	Undecided	36	10.8	10.8	48.0
	Agree	123	36.9	36.9	85.0
	Strongly Agree	50	15.0	15.0	100.0
	Total	333	100.0	100.0	

The management in the college encourages staff to undergo training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	.9	.9	.9
	Strongly disagree	2	.6	.6	1.5
	Disagree	34	10.2	10.2	11.7
	Undecided	44	13.2	13.2	24.9
	Agree	155	46.5	46.5	71.5
	Strongly Agree	95	28.5	28.5	100.0
	Total	333	100.0	100.0	

The management in the college communicates the real worth of staff through the reward system in use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	.6	.6	.6
	Strongly disagree	20	6.0	6.0	6.6
	Disagree	131	39.3	39.3	45.9
	Undecided	62	18.6	18.6	64.6
	Agree	95	28.5	28.5	93.1
	Strongly Agree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

The management in the college lays much emphasis on hard work with little concern about workers welfare

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	63	18.9	18.9	18.9
	Agree	180	54.1	54.1	73.0
	Undecided	27	8.1	8.1	81.1
	Disagree	57	17.1	17.1	98.2
	strongly disagree	6	1.8	1.8	100.0
	Total	333	100.0	100.0	

The management ensures strict supervision of employees work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	49	14.7	14.7	17.1
	Agree	149	44.7	44.7	61.9
	Undecided	37	11.1	11.1	73.0
	Disagree	78	23.4	23.4	96.4
	strongly disagree	12	3.6	3.6	100.0
	Total	333	100.0	100.0	

The management in the college keeps a distance fromworkers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	11	3.3	3.3	3.3
	strongly agree	27	8.1	8.1	11.4
	Agree	102	30.6	30.6	42.0
	Undecided	62	18.6	18.6	60.7
	Disagree	109	32.7	32.7	93.4
	strongly disagree	22	6.6	6.6	100.0
	Total	333	100.0	100.0	

The control system in the college is rigid because employees must adhere to established rules and regulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	16	4.8	4.8	4.8
	strongly agree	26	7.8	7.8	12.6
	Agree	173	52.0	52.0	64.6
	Undecided	37	11.1	11.1	75.7
	Disagree	74	22.2	22.2	97.9
	strongly disagree	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

Self regulation in the college is not allowed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	36	10.8	10.8	13.2
	Agree	164	49.2	49.2	62.5
	Undecided	53	15.9	15.9	78.4
	Disagree	66	19.8	19.8	98.2
	strongly disagree	6	1.8	1.8	100.0
	Total	333	100.0	100.0	

There is minimal participation in decision making by the staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	66	19.8	19.8	22.5
	Agree	170	51.1	51.1	73.6
	Undecided	28	8.4	8.4	82.0
	Disagree	52	15.6	15.6	97.6
	strongly disagree	8	2.4	2.4	100.0
	Total	333	100.0	100.0	

Staff meetings in the college are not enough to allow staff air their views in matters affecting them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	.6	.6	.6
	strongly agree	65	19.5	19.5	20.1
	Agree	175	52.6	52.6	72.7
	Undecided	19	5.7	5.7	78.4
	Disagree	64	19.2	19.2	97.6
	strongly disagree	8	2.4	2.4	100.0
	Total	333	100.0	100.0	

In the college there is one way communication from top to bottom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	69	20.7	20.7	23.4
	Agree	131	39.3	39.3	62.8
	Undecided	44	13.2	13.2	76.0
	Disagree	69	20.7	20.7	96.7
	strongly disagree	11	3.3	3.3	100.0
	Total	333	100.0	100.0	

The management in the college pays little attention to motivating staff through rewards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	10	3.0	3.0	3.0
	strongly agree	61	18.3	18.3	21.3
	Agree	140	42.0	42.0	63.4
	Undecided	57	17.1	17.1	80.5
	Disagree	55	16.5	16.5	97.0
	strongly disagree	10	3.0	3.0	100.0
	Total	333	100.0	100.0	

In the college conflicts are not properly managed leading to poor attitude to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	12	3.6	3.6	3.6
	strongly agree	48	14.4	14.4	18.0
	Agree	125	37.5	37.5	55.6
	Undecided	37	11.1	11.1	66.7
	Disagree	101	30.3	30.3	97.0
	strongly disagree	10	3.0	3.0	100.0
	Total	333	100.0	100.0	

The management in the college is more concerned with firendly relationships with workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	29	8.7	8.7	11.4
	Agree	137	41.1	41.1	52.6
	Undecided	53	15.9	15.9	68.5
	Disagree	95	28.5	28.5	97.0
	strongly disagree	10	3.0	3.0	100.0
	Total	333	100.0	100.0	

In the college workers who show familiarity (friendliness) with the management are less committed to their primary assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	.3	.3	.3
	strongly agree	45	13.5	13.5	13.8
	Agree	172	51.7	51.7	65.5
	Undecided	35	10.5	10.5	76.0
	Disagree	73	21.9	21.9	97.9
	strongly disagree	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

In the college, workers who show friendliness with management form cliques to intimidate others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	4	1.2	1.2	1.2
	strongly agree	16	4.8	4.8	6.0
	agree	152	45.6	45.6	51.7
	undecided	70	21.0	21.0	72.7
	disagree	79	23.7	23.7	96.4
	strongly disagree	12	3.6	3.6	100.0
	Total	333	100.0	100.0	

In the college committed workers do not share the same view with management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	10	3.0	3.0	3.0
	strongly agree	37	11.1	11.1	14.1
	agree	140	42.0	42.0	56.2
	undecided	38	11.4	11.4	67.6
	disagree	101	30.3	30.3	97.9
	strongly disagree	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

Committed workers in the college recent the way management runs the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	21	6.3	6.3	6.3
	strongly agree	22	6.6	6.6	12.9
	agree	145	43.5	43.5	56.5
	undecided	68	20.4	20.4	76.9
	disagree	70	21.0	21.0	97.9
	strongly disagree	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

The management in the college pays little or no attention to staff motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	48	14.4	14.4	17.1
	agree	136	40.8	40.8	58.0
	undecided	34	10.2	10.2	68.2
	disagree	99	29.7	29.7	97.9
	strongly disagree	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

The communication process in the college is not satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	33	9.9	9.9	12.3
	Agree	165	49.5	49.5	61.9
	undecided	27	8.1	8.1	70.0
	disagree	93	27.9	27.9	97.9
	strongly disagree	7	2.1	2.1	100.0
	Total	333	100.0	100.0	

In the college conflict management is poor as the type of leadership style depicts laissez-faire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	41	12.3	12.3	15.0
	Agree	82	24.6	24.6	39.6
	undecided	55	16.5	16.5	56.2
	disagree	133	39.9	39.9	96.1
	strongly disagree	13	3.9	3.9	100.0
	Total	333	100.0	100.0	

Familiarity between the management and workers in the college is so much that the college work suffers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	39	11.7	11.7	14.1
	agree	87	26.1	26.1	40.2
	undecided	45	13.5	13.5	53.8
	disagree	134	40.2	40.2	94.0
	strongly disagree	20	6.0	6.0	100.0
	Total	333	100.0	100.0	

The management in the college does not encourage participative decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	38	11.4	11.4	13.8
	agree	131	39.3	39.3	53.2
	undecided	25	7.5	7.5	60.7
	disagree	118	35.4	35.4	96.1
	strongly disagree	13	3.9	3.9	100.0
	Total	333	100.0	100.0	

The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	57	17.1	17.1	19.5
	Agree	115	34.5	34.5	54.1
	Undecided	54	16.2	16.2	70.3
	Disagree	85	25.5	25.5	95.8
	strongly disagree	14	4.2	4.2	100.0
	Total	333	100.0	100.0	

The provost assumes to know best as such he/she does not need suggestions from others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	32	9.6	9.6	12.3
	Agree	106	31.8	31.8	44.1
	Undecided	56	16.8	16.8	61.0
	Disagree	103	30.9	30.9	91.9
	strongly disagree	27	8.1	8.1	100.0
	Total	333	100.0	100.0	

The management in the college is not supportive of participative decision making because staff meetings are not regular where ideas are generated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	46	13.8	13.8	15.9
	Agree	124	37.2	37.2	53.2
	Undecided	29	8.7	8.7	61.9
	Disagree	113	33.9	33.9	95.8
	strongly disagree	14	4.2	4.2	100.0
	Total	333	100.0	100.0	

The management in the college rewards positively to only staff in its good book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	45	13.5	13.5	15.9
	agree	98	29.4	29.4	45.3
	undecided	72	21.6	21.6	67.0
	disagree	87	26.1	26.1	93.1
	strongly disagree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

In the college workers are not encouraged by the management to express their difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	46	13.8	13.8	15.9
	agree	107	32.1	32.1	48.0
	undecided	39	11.7	11.7	59.8
	disagree	117	35.1	35.1	94.9
	strongly disagree	17	5.1	5.1	100.0
	Total	333	100.0	100.0	

There is high degree of centralization of power in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	11	3.3	3.3	3.3
	strongly agree	39	11.7	11.7	15.0
	agree	135	40.5	40.5	55.6
	undecided	62	18.6	18.6	74.2
	disagree	75	22.5	22.5	96.7
	strongly disagree	11	3.3	3.3	100.0
	Total	333	100.0	100.0	

There is division among members of staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	11	3.3	3.3	3.3
	strongly agree	28	8.4	8.4	11.7
	Agree	163	48.9	48.9	60.7
	undecided	38	11.4	11.4	72.1
	Disagree	80	24.0	24.0	96.1
	strongly disagree	13	3.9	3.9	100.0
	Total	333	100.0	100.0	

The college management is indifferent about conflict resolution because of its divide and the rule tactics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	20	6.0	6.0	8.4
	Agree	111	33.3	33.3	41.7
	undecided	78	23.4	23.4	65.2
	Disagree	101	30.3	30.3	95.5
	strongly disagree	15	4.5	4.5	100.0
	Total	333	100.0	100.0	

Employees show little or no trust to the management in the college due to poor motivation, which make them less productive as they feel unsupported and alone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	38	11.4	11.4	13.5
	agree	137	41.1	41.1	54.7
	undecided	39	11.7	11.7	66.4
	disagree	89	26.7	26.7	93.1
	strongly disagree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

The management in the college does not provide specific feedback to workers thereby preventing innovation and creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	38	11.4	11.4	13.5
	agree	133	39.9	39.9	53.5
	undecided	26	7.8	7.8	61.3
	disagree	108	32.4	32.4	93.7
	strongly disagree	21	6.3	6.3	100.0
	Total	333	100.0	100.0	

The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	26	7.8	7.8	10.5
	agree	124	37.2	37.2	47.7
	undecided	54	16.2	16.2	64.0
	disagree	106	31.8	31.8	95.8
	strongly disagree	14	4.2	4.2	100.0
	Total	333	100.0	100.0	

The management style in the college discourages employees to contribute in decision making process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	32	9.6	9.6	12.0
	agree	135	40.5	40.5	52.6
	undecided	43	12.9	12.9	65.5
	disagree	95	28.5	28.5	94.0
	strongly disagree	20	6.0	6.0	100.0
	Total	333	100.0	100.0	

The relationship between the management and employees in the college is not cordial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	19	5.7	5.7	8.1
	agree	110	33.0	33.0	41.1
	undecided	51	15.3	15.3	56.5
	disagree	126	37.8	37.8	94.3
	strongly disagree	19	5.7	5.7	100.0
	Total	333	100.0	100.0	

There is an atmosphere of distrust in the college resulting to lack of cooperation and poor performance due to poor management of conflict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	9	2.7	2.7	2.7
	strongly agree	32	9.6	9.6	12.3
	agree	101	30.3	30.3	42.6
	undecided	39	11.7	11.7	54.4
	disagree	130	39.0	39.0	93.4
	strongly disagree	22	6.6	6.6	100.0
	Total	333	100.0	100.0	

In the college, there is a feeling of uncooperativeness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	14	4.2	4.2	6.3
	agree	125	37.5	37.5	43.8
	undecided	51	15.3	15.3	59.2
	disagree	113	33.9	33.9	93.1
	strongly disagree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

In the college the employees lack confidence in the management for being inconsiderate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	8	2.4	2.4	2.4
	strongly agree	42	12.6	12.6	15.0
	agree	100	30.0	30.0	45.0
	undecided	64	19.2	19.2	64.3
	disagree	107	32.1	32.1	96.4
	strongly disagree	12	3.6	3.6	100.0
	Total	333	100.0	100.0	

The management in the college does not provide feedback to employees leaving them in frustration and poor performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	28	8.4	8.4	10.5
	Agree	107	32.1	32.1	42.6
	undecided	49	14.7	14.7	57.4
	Disagree	122	36.6	36.6	94.0
	strongly disagree	20	6.0	6.0	100.0
	Total	333	100.0	100.0	

The management in the college rarely organizes good orientation to discuss new procedures thereby leaving employees without sense of direction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	35	10.5	10.5	12.6
	Agree	135	40.5	40.5	53.2
	undecided	35	10.5	10.5	63.7
	Disagree	103	30.9	30.9	94.6
	strongly disagree	18	5.4	5.4	100.0
	Total	333	100.0	100.0	

The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	29	8.7	8.7	10.8
	Agree	126	37.8	37.8	48.6
	undecided	40	12.0	12.0	60.7
	Disagree	112	33.6	33.6	94.3
	strongly disagree	19	5.7	5.7	100.0
	Total	333	100.0	100.0	

The way and manner disciplinary measures are handled in my college by the management are not satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	7	2.1	2.1	2.1
	strongly agree	37	11.1	11.1	13.2
	Agree	104	31.2	31.2	44.4
	undecided	41	12.3	12.3	56.8
	Disagree	121	36.3	36.3	93.1
	strongly disagree	23	6.9	6.9	100.0
	Total	333	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions	333	3.70	.055	1.012
The management style in the college encourages employees to participate in decision making	333	2.89	.063	1.141
There is cordial relationship between the management and other staff in the college	333	3.66	.055	1.001
There is an atmosphere of cooperation in the college, which helps to improve performance because the leader manages conflict effectively	333	3.34	.060	1.093
In the college, there is feeling of general good fellowship and helpfulness among members	333	3.63	.049	.888
In the college there is high degree of confidence reposed on the management	333	3.08	.067	1.214
The management in the college provides feedback to employees leading to improved performance	333	3.00	.061	1.110
The management in the college usually organizes good orientation to give a sense of direction to employees	333	2.86	.058	1.054
The management in the college communicates appropriately with employees that make them feel free to express opinions	333	2.88	.064	1.175
The way and manner disciplinary measures are handled in my college by the management is satisfactory	333	3.39	.059	1.069
The college climate offers enough freedom to carry out my duty	333	3.64	.056	1.019

The management in the college welcomes staff suggestions	333	3.06	.062	1.135
I feel happy about my job because it fits my skills	333	4.20	.050	.915
The college offers opportunities for exercising individuals initiative	333	3.42	.054	.980
The management in the college, provides employees with adequate information about policy	333	3.18	.060	1.091
The management in the college provides me with feedback after evaluation	333	3.21	.057	1.049
The management structure in my college ensures that adequate record keeping is maintained	333	3.54	.065	1.188
The management in the college organizes meetings to solicit ideas from staff	333	3.17	.073	1.331
The management in the college encourages staff to undergo training	333	3.89	.055	1.008
The management in the college communicates the real worth of staff through the reward system in use	333	2.89	.061	1.114
The management in the college lays much emphasis on hard work with little concern about workers welfare	333	2.29	.056	1.018
The management ensures strict supervision of employees work	333	2.49	.064	1.174
The management in the college keeps a distance from workers	333	2.89	.067	1.230
The control system in the college is rigid because employees must adhere to established rules and regulations	333	2.44	.062	1.125
Self regulation in the college is not allowed	333	2.45	.058	1.056
There is minimal participation in decision making by the staff in the college	333	2.22	.060	1.090
Staff meetings in the college are not enough to allow staff air their views in matters affecting them	333	2.31	.059	1.082
In the college there is one way communication from top to bottom	333	2.38	.066	1.196
The management in the college pays little attention to motivating staff through rewards	333	2.35	.062	1.135

In th college conflicts are not properly managed leading to poor attitude to work	333	2.59	.068	1.240
The management in the college is more concerned with friendly relationships with workers	333	2.68	.063	1.144
In the college workers who show familiarity (friendliness) with the management are less committed to their primary assignment	333	2.47	.058	1.051
In the college, workers who show friendliness with management form cliques to intimidate others	333	2.72	.057	1.031
In the college committed workers do not share the same view with management	333	2.61	.064	1.173
Committed workers in the college recent the way management runs the college	333	2.50	.063	1.145
The management in the college pays little or no attention to staff motivation	333	2.56	.065	1.192
The communication process in the college is not satisfactory	333	2.56	.062	1.130
In the college conflict management is poor as the type of leadership style depicts laissez-faire	333	2.90	.068	1.238
Familiarity between the management and workers in the college is so much that the college work suffers	333	2.95	.069	1.261
The management in the college does not encourage participative decision making	333	2.74	.067	1.230
The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management	333	2.58	.067	1.224
The provost assumes to know best as such he/she does not need suggestions from others	333	2.88	.069	1.253
The management in the college is not supportive of participative decision making because staff meetings are not regular where ideas are generated	333	2.71	.068	1.242
The management in the college rewards positively to only staff in its good book	333	2.76	.068	1.240
In the college workers are not encouraged by the management to express their difficulties	333	2.79	.069	1.257
There is high degree of centralization of power in the college	333	2.55	.063	1.154

There is division among members of staff in the college	333	2.56	.063	1.154
The college management is indifferent about conflict resolution because of its divide and the rule tactics	333	2.87	.062	1.122
Employees show little or no trust to the management in the college due to poor motivation, which make them less productive as they feel unsupported and alone	333	2.70	.067	1.232
The management in the college does not provide specific feedback to workers thereby preventing innovation and creativity	333	2.76	.069	1.252
The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees	333	2.79	.064	1.173
The management style in the college discourages employees to contribute in decision making process	333	2.74	.066	1.211
The relationship between the management and employees in the college is not cordial	333	2.98	.064	1.177
There is an atmosphere of distrust in the college resulting to lack of cooperation and poor performance due to poor management of conflict	333	2.95	.069	1.260
In the college, there is a feeling of uncooperativeness among members	333	2.95	.064	1.162
In the college the employees lack confidence in the management for being inconsiderate	333	2.77	.066	1.199
The management in the college does not provide feedback to employees leaving them in frustration and poor performance	333	2.93	.066	1.206
The management in the college rarely organizes good orientation to discuss new procedures thereby leaving employees without sense of direction	333	2.74	.067	1.215
The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinion	333	2.83	.066	1.207
The way and manner disciplinary measures are handled in my college by the management are not satisfactory	333	2.90	.069	1.257

Valid N (list wise)	333			

APPENDIX F

Frequency Table of Non-academic Staff

The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.5	2.5	2.5
	Disagree	10	25.0	25.0	27.5
	Undecided	3	7.5	7.5	35.0
	Agree	17	42.5	42.5	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

The management style in the college encourages employees to participate in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	12.5	12.5	12.5
	Disagree	6	15.0	15.0	27.5
	Undecided	4	10.0	10.0	37.5
	Agree	16	40.0	40.0	77.5
	Strongly Agree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

There is cordial relationship between the management and other staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.5	2.5	2.5
	Disagree	7	17.5	17.5	20.0
	Undecided	1	2.5	2.5	22.5
	Agree	20	50.0	50.0	72.5
	Strongly Agree	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

There is an atmosphere of cooperation in the college, which helps to improve performance because the leader manages conflict effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	1	2.5	2.5	5.0
	Disagree	12	30.0	30.0	35.0
	Undecided	5	12.5	12.5	47.5
	Agree	11	27.5	27.5	75.0
	Strongly Agree	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

In the college, there is feeling of general good fellowship and helpfulness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.5	2.5	2.5
	Disagree	1	2.5	2.5	5.0
	Undecided	4	10.0	10.0	15.0
	Agree	20	50.0	50.0	65.0
	Strongly Agree	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

In the college there is high degree of confidence reposed on the management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	7.5	7.5	7.5
	Disagree	6	15.0	15.0	22.5
	Undecided	13	32.5	32.5	55.0
	Agree	15	37.5	37.5	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

The management in the college provides feedback to employees leading to improved performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.5	2.5	2.5
	Disagree	8	20.0	20.0	22.5
	Undecided	3	7.5	7.5	30.0
	Agree	26	65.0	65.0	95.0
	Strongly Agree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The management in the college usually organizes good orientation to give a sense of direction to employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	1	2.5	2.5	5.0
	Disagree	7	17.5	17.5	22.5
	Undecided	9	22.5	22.5	45.0
	Agree	18	45.0	45.0	90.0
	Strongly Agree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The management in the college communicates appropriately with employees that make them feel free to express opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	3	7.5	7.5	10.0
	Disagree	8	20.0	20.0	30.0
	Undecided	8	20.0	20.0	50.0
	Agree	15	37.5	37.5	87.5
	Strongly Agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The way and manner disciplinary measures are handled in my college by the management is satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	1	2.5	2.5	5.0
	Disagree	7	17.5	17.5	22.5
	Undecided	6	15.0	15.0	37.5
	Agree	20	50.0	50.0	87.5
	Strongly Agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The college climate offers enough freedom to carry out my duty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	2	5.0	5.0	7.5
	Disagree	2	5.0	5.0	12.5
	Undecided	2	5.0	5.0	17.5
	Agree	21	52.5	52.5	70.0
	Strongly Agree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

The management in the college welcomes staff suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	5.0	5.0	5.0
	Strongly disagree	3	7.5	7.5	12.5
	Disagree	2	5.0	5.0	17.5
	Undecided	15	37.5	37.5	55.0
	Agree	17	42.5	42.5	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

I feel happy about my job because it fits my skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	4	10.0	10.0	10.0
	Disagree	4	10.0	10.0	20.0
	Undecided	5	12.5	12.5	32.5
	Agree	19	47.5	47.5	80.0
	Strongly Agree	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

The college offers opportunities for exercising individuals initiative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	5.0	5.0	5.0
	Strongly disagree	1	2.5	2.5	7.5
	Disagree	9	22.5	22.5	30.0
	Undecided	9	22.5	22.5	52.5
	Agree	18	45.0	45.0	97.5
	Strongly Agree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The management in the college, provides employees with adequate information about policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	7.5	7.5	7.5
	Strongly disagree	2	5.0	5.0	12.5
	Disagree	8	20.0	20.0	32.5
	Undecided	12	30.0	30.0	62.5
	Agree	10	25.0	25.0	87.5
	Strongly Agree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The management in the college provides me with feedback after evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	10.0	10.0	10.0
	Disagree	8	20.0	20.0	30.0
	Undecided	5	12.5	12.5	42.5
	Agree	11	27.5	27.5	70.0
	Strongly Agree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

The management structure in my college ensures that adequate record keeping is maintained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	1	2.5	2.5	5.0
	Disagree	2	5.0	5.0	10.0
	Undecided	6	15.0	15.0	25.0
	Agree	22	55.0	55.0	80.0
	Strongly Agree	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

The management in the college organizes meetings to solicit ideas from staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	4	10.0	10.0	12.5
	Disagree	8	20.0	20.0	32.5
	Undecided	2	5.0	5.0	37.5
	Agree	22	55.0	55.0	92.5
	Strongly Agree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

The management in the college encourages staff to undergo training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	Strongly disagree	5	12.5	12.5	15.0
	Disagree	3	7.5	7.5	22.5
	Undecided	10	25.0	25.0	47.5
	Agree	11	27.5	27.5	75.0
	Strongly Agree	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

The management in the college communicates the real worth of staff through the reward system in use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	7.5	7.5	7.5
	Disagree	12	30.0	30.0	37.5
	Undecided	12	30.0	30.0	67.5
	Agree	7	17.5	17.5	85.0
	Strongly Agree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

The management in the college lays much emphasis on hard work with little concern about workers welfare

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	15.0	15.0	15.0
	agree	20	50.0	50.0	65.0
	undecided	4	10.0	10.0	75.0
	disagree	6	15.0	15.0	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The management ensures strict supervision of employees work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	22	55.0	55.0	60.0
	undecided	8	20.0	20.0	80.0
	disagree	7	17.5	17.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The management in the college keeps a distance from workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	3	7.5	7.5	7.5
	strongly agree	1	2.5	2.5	10.0
	agree	8	20.0	20.0	30.0
	undecided	16	40.0	40.0	70.0
	disagree	11	27.5	27.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The control system in the college is rigid because employees must adhere to established rules and regulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	10.0	10.0	10.0
	agree	11	27.5	27.5	37.5
	undecided	15	37.5	37.5	75.0
	disagree	9	22.5	22.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Self regulation in the college is not allowed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	2.5	2.5	2.5
	agree	16	40.0	40.0	42.5
	undecided	13	32.5	32.5	75.0
	disagree	6	15.0	15.0	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

There is minimal participation in decision making by the staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	20	50.0	50.0	55.0
	undecided	10	25.0	25.0	80.0
	disagree	4	10.0	10.0	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Staff meetings in the college are not enough to allow staff air their views in matters affecting them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	15.0	15.0	15.0
	agree	15	37.5	37.5	52.5
	undecided	4	10.0	10.0	62.5
	disagree	11	27.5	27.5	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

In the college there is one way communication from top to bottom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	17.5	17.5	17.5
	agree	16	40.0	40.0	57.5
	undecided	5	12.5	12.5	70.0
	disagree	11	27.5	27.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The management in the college pays little attention to motivating staff through rewards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	10.0	10.0	10.0
	agree	15	37.5	37.5	47.5
	undecided	12	30.0	30.0	77.5
	disagree	6	15.0	15.0	92.5
	strongly disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

In the college conflicts are not properly managed leading to poor attitude to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	15.0	15.0	15.0
	agree	7	17.5	17.5	32.5
	undecided	3	7.5	7.5	40.0
	disagree	24	60.0	60.0	100.0
	Total	40	100.0	100.0	

The management in the college is more concerned with friendly relationships with workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	12.5	12.5	12.5
	agree	9	22.5	22.5	35.0
	undecided	8	20.0	20.0	55.0
	disagree	12	30.0	30.0	85.0
	strongly disagree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

In the college workers who show familiarity (friendliness) with the management are less committed to their primary assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	2.5	2.5	2.5
	agree	6	15.0	15.0	17.5
	undecided	15	37.5	37.5	55.0
	disagree	16	40.0	40.0	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

In the college, workers who show friendliness with management form cliques to intimidate others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	2.5	2.5	2.5
	agree	12	30.0	30.0	32.5
	undecided	11	27.5	27.5	60.0
	disagree	15	37.5	37.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

In the college committed workers do not share the same view with management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	7.5	7.5	7.5
	agree	16	40.0	40.0	47.5
	undecided	8	20.0	20.0	67.5
	disagree	12	30.0	30.0	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Committed workers in the college resent the way management runs the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	2	5.0	5.0	5.0
	strongly agree	3	7.5	7.5	12.5
	agree	13	32.5	32.5	45.0
	undecided	7	17.5	17.5	62.5
	disagree	13	32.5	32.5	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The management in the college pays little or no attention to staff motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	15.0	15.0	15.0
	agree	15	37.5	37.5	52.5
	undecided	5	12.5	12.5	65.0
	disagree	13	32.5	32.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The communication process in the college is not satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	10.0	10.0	10.0
	agree	5	12.5	12.5	22.5
	undecided	9	22.5	22.5	45.0
	disagree	18	45.0	45.0	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

In the college conflict management is poor as the type of leadership style depicts laissez-faire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	10.0	10.0	10.0
	agree	7	17.5	17.5	27.5
	undecided	7	17.5	17.5	45.0
	disagree	18	45.0	45.0	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

Familiarity between the management and workers in the college is so much that the college work suffers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	6	15.0	15.0	20.0
	undecided	7	17.5	17.5	37.5
	disagree	19	47.5	47.5	85.0
	strongly disagree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

The management in the college does not encourage participative decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	17.5	17.5	17.5
	agree	7	17.5	17.5	35.0
	undecided	13	32.5	32.5	67.5
	disagree	10	25.0	25.0	92.5
	strongly disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	15.0	15.0	15.0
	agree	10	25.0	25.0	40.0
	undecided	5	12.5	12.5	52.5
	disagree	17	42.5	42.5	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The provost assumes to know best as such he/she does not need suggestions from others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	8	20.0	20.0	20.0
	agree	10	25.0	25.0	45.0
	undecided	8	20.0	20.0	65.0
	disagree	13	32.5	32.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The management in the college is not supportive of participative decision making because staff meetings are not regular where ideads are generated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	4	10.0	10.0	10.0
	strongly agree	4	10.0	10.0	20.0
	agree	13	32.5	32.5	52.5
	undecided	7	17.5	17.5	70.0
	disagree	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

The management in the college rewards positively to only staff in its good book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	15.0	15.0	15.0
	agree	16	40.0	40.0	55.0
	undecided	8	20.0	20.0	75.0
	disagree	9	22.5	22.5	97.5
	strongly disagree	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

In the college workers are not encouraged by the management to express their difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	strongly agree	3	7.5	7.5	10.0
	agree	11	27.5	27.5	37.5
	undecided	10	25.0	25.0	62.5
	disagree	15	37.5	37.5	100.0
	Total	40	100.0	100.0	

There is high degree of centralization of power in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	strongly agree	3	7.5	7.5	10.0
	Agree	12	30.0	30.0	40.0
	undecided	11	27.5	27.5	67.5
	disagree	11	27.5	27.5	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

There is division among members of staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	strongly agree	4	10.0	10.0	12.5
	agree	17	42.5	42.5	55.0
	undecided	5	12.5	12.5	67.5
	disagree	8	20.0	20.0	87.5
	strongly disagree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The college management is indifferent about conflict resolution because of its divide and the rule tactics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	strongly agree	8	20.0	20.0	22.5
	agree	8	20.0	20.0	42.5
	undecided	8	20.0	20.0	62.5
	disagree	8	20.0	20.0	82.5
	strongly disagree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Employees show little or no trust to the management in the college due to poor motivation, which make them less productive as they feel unsupported and alone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	12.5	12.5	12.5
	agree	11	27.5	27.5	40.0
	undecided	9	22.5	22.5	62.5
	disagree	12	30.0	30.0	92.5
	strongly disagree	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

The management in the college does not provide specific feedback to workers thereby preventing innovation and creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	strongly agree	4	10.0	10.0	12.5
	agree	15	37.5	37.5	50.0
	undecided	3	7.5	7.5	57.5
	disagree	17	42.5	42.5	100.0
	Total	40	100.0	100.0	

The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	9	22.5	22.5	27.5
	undecided	17	42.5	42.5	70.0
	disagree	10	25.0	25.0	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The management style in the college discourages employees to contribute in decision making process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	17.5	17.5	17.5
	agree	8	20.0	20.0	37.5
	undecided	5	12.5	12.5	50.0
	disagree	10	25.0	25.0	75.0
	strongly disagree	10	25.0	25.0	100.0
	Total	40	100.0	100.0	

The relationship between the management and employees in the college is not cordial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	6	15.0	15.0	20.0
	undecided	10	25.0	25.0	45.0
	disagree	17	42.5	42.5	87.5
	strongly disagree	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

There is an atmosphere of district in the college resulting to lack of cooperation and poor performance due to poor management of conflict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	11	27.5	27.5	32.5
	undecided	11	27.5	27.5	60.0
	disagree	14	35.0	35.0	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

In the college, there is a feeling of uncooperativeness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	10.0	10.0	10.0
	agree	12	30.0	30.0	40.0
	undecided	6	15.0	15.0	55.0
	disagree	18	45.0	45.0	100.0
	Total	40	100.0	100.0	

In the college the employees lack confidence in the management for being inconsiderate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	12.5	12.5	12.5
	agree	5	12.5	12.5	25.0
	undecided	17	42.5	42.5	67.5
	disagree	11	27.5	27.5	95.0
	strongly disagree	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The management in the college does not provide feedback to employees leaving them in frustration and poor performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	5.0	5.0	5.0
	agree	12	30.0	30.0	35.0
	undecided	5	12.5	12.5	47.5
	disagree	17	42.5	42.5	90.0
	strongly disagree	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The management in the college rarely organizes good orientation to discuss new procedures thereby leaving employees without sense of direction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	7.5	7.5	7.5
	agree	10	25.0	25.0	32.5
	undecided	8	20.0	20.0	52.5
	disagree	12	30.0	30.0	82.5
	strongly disagree	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	17.5	17.5	17.5
	agree	7	17.5	17.5	35.0
	undecided	7	17.5	17.5	52.5
	disagree	10	25.0	25.0	77.5
	strongly disagree	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

The way and manner disciplinary measures are handled in my college by the management are not satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	2.5	2.5	2.5
	strongly agree	4	10.0	10.0	12.5
	agree	12	30.0	30.0	42.5
	undecided	8	20.0	20.0	62.5
	disagree	9	22.5	22.5	85.0
	strongly disagree	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions	40	3.58	.186	1.174
The management style in the college encourages employees to participate in decision making	40	3.45	.212	1.339
There is cordial relationship between the management and other staff in the college	40	3.83	.175	1.107
There is an atmosphere of cooperation in the college, which helps to improve performance because the leader manages conflict effectively	40	3.35	.213	1.350
In the college, there is feeling of general good fellowship and helpfulness among members	40	4.13	.140	.883
In the college there is high degree of confidence reposed on the management	40	3.23	.166	1.050
The management in the college provides feedback to employees leading to improved performance	40	3.50	.152	.961

The management in the college usually organizes good orientation to give a sense of direction to employees	40	3.35	.177	1.122
The management in the college communicates appropriately with employees that make them feel free to express opinions	40	3.20	.200	1.265
The way and manner disciplinary measures are handled in my college by the management is satisfactory	40	3.45	.182	1.154
The college climate offers enough freedom to carry out my duty	40	3.90	.189	1.194
The management in the college welcomes staff suggestions	40	3.13	.183	1.159
I feel happy about my job because it fits my skills	40	3.48	.229	1.450
The college offers opportunities for exercising individual's initiative	40	3.08	.184	1.163
The management in the college, provides employees with adequate information about policy	40	2.98	.216	1.368
The management in the college provides me with feedback after evaluation	40	3.48	.218	1.377
The management structure in my college ensures that adequate record keeping is maintained	40	3.77	.170	1.074

The management in the college organizes meetings to solicit ideas from staff	40	3.23	.204	1.291
The management in the college encourages staff to undergo training	40	3.38	.223	1.409
The management in the college communicates the real worth of staff through the reward system in use	40	3.03	.188	1.187
The management in the college lays much emphasis on hard work with little concern about workers welfare	40	2.55	.193	1.218
The management ensures strict supervision of employees work	40	2.58	.147	.931
The management in the college keeps a distance from workers	40	2.85	.184	1.167
The control system in the college is rigid because employees must adhere to established rules and regulations	40	2.80	.157	.992
Self regulation in the college is not allowed	40	2.90	.163	1.033
There is minimal participation in decision making by the staff in the college	40	2.70	.169	1.067
Staff meetings in the college are not enough to allow staff air their views in matters affecting them	40	2.80	.203	1.285

In the college there is one way communication from top to bottom	40	2.58	.182	1.152
The management in the college pays little attention to motivating staff through rewards	40	2.73	.172	1.086
In th college conflicts are not properly managed leading to poor attitude to work	40	3.12	.187	1.181
The management in the college is more concerned with friendly relationships with workers	40	3.13	.203	1.285
In the college workers who show familiarity (friendliness) with the management are less committed to their primary assignment	40	3.30	.140	.883
In the college, workers who show friendliness with management form cliques to intimidate others	40	3.07	.149	.944
In the college committed workers do not share the same view with management	40	2.80	.165	1.043
Committed workers in the college recent the way management runs the college	40	2.80	.200	1.265
The management in the college pays little or no attention to staff motivation	40	2.70	.183	1.159
The communication process in the college is not satisfactory	40	3.33	.180	1.141

In the college conflict management is poor as the type of leadership style depicts laissez-faire	40	3.28	.186	1.176
Familiarity between the management and workers in the college is so much that the college work suffers	40	3.52	.172	1.086
The management in the college does not encourage participative decision making	40	2.88	.190	1.202
The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management	40	2.98	.194	1.230
The provost assumes to know best as such he/she does not need suggestions from others	40	2.72	.189	1.198
The management in the college is not supportive of participative decision making because staff meetings are not regular where ideas are generated	40	2.48	.206	1.301
The management in the college rewards positively to only staff in its good book	40	2.57	.171	1.083
In the college workers are not encouraged by the management to express their difficulties	40	2.87	.172	1.090
There is high degree of centralization of power in the college	40	2.85	.181	1.145

There is division among members of staff in the college	40	2.75	.208	1.316
The college management is indifferent about conflict resolution because of its divide and the rule tactics	40	2.88	.233	1.471
Employees show little or no trust to the management in the college due to poor motivation, which make them less productive as they feel unsupported and alone	40	2.93	.187	1.185
The management in the college does not provide specific feedback to workers thereby preventing innovation and creativity	40	2.78	.188	1.187
The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees	40	3.03	.150	.947
The management style in the college discourages employees to contribute in decision making process	40	3.20	.233	1.471
The relationship between the management and employees in the college is not cordial	40	3.43	.168	1.059
There is an atmosphere of distrust in the college resulting to lack of cooperation and poor performance due to poor management of conflict	40	3.07	.162	1.023

In the college, there is a feeling of uncooperativeness among members	40	2.95	.172	1.085
In the college the employees lack confidence in the management for being inconsiderate	40	3.00	.168	1.062
The management in the college does not provide feedback to employees leaving them in frustration and poor performance	40	3.23	.181	1.143
The management in the college rarely organizes good orientation to discuss new procedures thereby leaving employees without sense of direction	40	3.25	.195	1.235
The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinion	40	3.18	.226	1.430
The way and manner disciplinary measures are handled in my college by the management are not satisfactory	40	2.95	.212	1.339
Valid N (listwise)	40			

APPENDIX G

Frequency Table of Management Staff

The management in the college is sensitive and supportive because it motivates workers towards fulfilling their career ambitions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	15.0	15.0	15.0
	Undecided	1	5.0	5.0	20.0
	Agree	8	40.0	40.0	60.0
	Strongly Agree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

The management style in the college encourages employees to participate in decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	25.0	25.0	25.0
	Agree	10	50.0	50.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

There is cordial relationship between the management and other staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	15.0	15.0	15.0
	Disagree	3	15.0	15.0	30.0
	Agree	8	40.0	40.0	70.0
	Strongly Agree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

There is an atmosphere of cooperation in the college, which helps to improve performance because the leader manages conflict effectively

--		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	25.0	25.0	25.0
	Undecided	1	5.0	5.0	30.0
	Agree	9	45.0	45.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

In the college, there is feeling of general good fellowship and helpfulness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	10.0	10.0	10.0
	Disagree	4	20.0	20.0	30.0
	Agree	4	20.0	20.0	50.0
	Strongly Agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

In the college there is high degree of confidence reposed on the management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	15.0	15.0	15.0
	Disagree	2	10.0	10.0	25.0
	Undecided	1	5.0	5.0	30.0
	Agree	12	60.0	60.0	90.0
	Strongly Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The management in the college provides feedback to employees leading to improved performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	25.0	25.0	25.0
	Agree	10	50.0	50.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The management in the college usually organizes good orientation to give a sense of direction to employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	5.0	5.0	5.0
	Disagree	5	25.0	25.0	30.0
	Undecided	2	10.0	10.0	40.0
	Agree	11	55.0	55.0	95.0
	Strongly Agree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The management in the college communicates appropriately with employees that make them feel free to express opinions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	15.0	15.0	15.0
	Undecided	3	15.0	15.0	30.0
	Agree	7	35.0	35.0	65.0
	Strongly Agree	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

The way and manner disciplinary measures are handled in my college by the management is satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	30.0	30.0	30.0
	Agree	10	50.0	50.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

The college climate offers enough freedom to carry out my duty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	20.0	20.0	20.0
	Agree	7	35.0	35.0	55.0
	Strongly Agree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

The management in the college welcomes staff suggestions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	20.0	20.0	20.0
	Agree	11	55.0	55.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

I feel happy about my job because it fits my skilss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undecided	1	5.0	5.0	5.0
	Agree	14	70.0	70.0	75.0
	Strongly Agree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The college offers opportunities for exercising individuals initiative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	15.0	15.0	15.0
	Undecided	3	15.0	15.0	30.0
	Agree	11	55.0	55.0	85.0
	Strongly Agree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college, provides employees with adequate information about policy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	20.0	20.0	20.0
	Agree	14	70.0	70.0	90.0
	Strongly Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The management in the college provides me with feedback after evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	20.0	20.0	20.0
	Undecided	1	5.0	5.0	25.0
	Agree	11	55.0	55.0	80.0
	Strongly Agree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

The management structure in my college ensures that adequate record keeping is maintained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	20.0	20.0	20.0
	Agree	13	65.0	65.0	85.0
	Strongly Agree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college organizes meetings to solicit ideas from staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	20.0	20.0	20.0
	Agree	14	70.0	70.0	90.0
	Strongly Agree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The management in the college encourages staff to undergo training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	15.0	15.0	15.0
	Agree	10	50.0	50.0	65.0
	Strongly Agree	7	35.0	35.0	100.0

The college offers opportunities for exercising individuals initiative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	15.0	15.0	15.0
	Undecided	3	15.0	15.0	30.0
	Agree	11	55.0	55.0	85.0
	Strongly Agree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college communicates the real worth of staff through the reward system in use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	35.0	35.0	35.0
	Undecided	2	10.0	10.0	45.0
	Agree	8	40.0	40.0	85.0
	Strongly Agree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college lays much emphasis on hard work with little concern about workers welfare

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	5	25.0	25.0	25.0
	Agree	3	15.0	15.0	40.0
	Disagree	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

The management ensures strict supervision of employees work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	20.0	20.0	20.0
	Agree	6	30.0	30.0	50.0
	Undecided	1	5.0	5.0	55.0
	Disagree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

The management in the college keeps a distance fromworkers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	5.0	5.0	5.0
	strongly agree	1	5.0	5.0	10.0
	Agree	4	20.0	20.0	30.0
	Undecided	1	5.0	5.0	35.0
	Disagree	10	50.0	50.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The control system in the college is rigid because employees must adhere to established rules and regulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	7	35.0	35.0	40.0
	Undecided	4	20.0	20.0	60.0
	Disagree	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

Self regulation in the college is not allowed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	9	45.0	45.0	50.0
	Undecided	3	15.0	15.0	65.0
	Disagree	5	25.0	25.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

There is minimal participation in decision making by the staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	35.0	35.0	35.0
	undecided	1	5.0	5.0	40.0
	Disagree	8	40.0	40.0	80.0
	strongly disagree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Staff meetings in the college are not enough to allow staff air their views in matters affecting them

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	40.0	40.0	40.0
	undecided	2	10.0	10.0	50.0
	Disagree	9	45.0	45.0	95.0
	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

In the college there is one way communication from top to bottom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	50.0	50.0	50.0
	undecided	4	20.0	20.0	70.0
	Disagree	5	25.0	25.0	95.0

	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The management in the college pays little attention to motivating staff through rewards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	5	25.0	25.0	30.0
	undecided	1	5.0	5.0	35.0
	Disagree	11	55.0	55.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

In th college conflicts are not properly managed leading to poor attitude to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	5	25.0	25.0	30.0
	undecided	1	5.0	5.0	35.0
	Disagree	10	50.0	50.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college is more concerned with friendly relationships with workers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	3	15.0	15.0	20.0
	Disagree	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

In the college workers who show familiarity (friendliness) with the management are less committed to their primary assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	30.0	30.0	30.0
	undecided	1	5.0	5.0	35.0

	Disagree	11	55.0	55.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

In the college, workers who show friendliness with management form cliques to intimidate others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	20.0	20.0	20.0
	undecided	8	40.0	40.0	60.0
	Disagree	7	35.0	35.0	95.0
	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

In the college committed workers do not share the same view with management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	15.0	15.0	15.0
	Agree	1	5.0	5.0	20.0
	undecided	2	10.0	10.0	30.0
	Disagree	12	60.0	60.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Committed workers in the college recent the way management runs the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	15.0	15.0	15.0
	undecided	2	10.0	10.0	25.0
	disagree	14	70.0	70.0	95.0
	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The management in the college pays little or no attention to staff motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	25.0	25.0	25.0
	undecided	1	5.0	5.0	30.0
	disagree	12	60.0	60.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The communication process in the college is not satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	35.0	35.0	35.0
	Disagree	11	55.0	55.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

In the college conflict management is poor as the type of leadership style depicts laissez-faire

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	10.0	10.0	10.0
	undecided	4	20.0	20.0	30.0
	Disagree	8	40.0	40.0	70.0
	strongly disagree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Familiarity between the management and workers in the college is so much that the college work suffers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	5.0	5.0	5.0
	Agree	1	5.0	5.0	10.0
	undecided	2	10.0	10.0	20.0
	Disagree	7	35.0	35.0	55.0
	strongly disagree	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

The management in the college does not encourage participative decision making

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	n/r	1	5.0	5.0	5.0
	Agree	6	30.0	30.0	35.0
	disagree	10	50.0	50.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The leadership apporach of the college management is autocratic because workers prefer to maintain distance from the management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	30.0	30.0	30.0
	disagree	13	65.0	65.0	95.0
	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The provost assumes to know best as such he/she does not need suggestions from others

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	25.0	25.0	25.0
	undecided	1	5.0	5.0	30.0
	Disagree	11	55.0	55.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college is not supportive of participative decision making because staff meetings are not regular where ideads are generated

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	5	25.0	25.0	30.0
	disagree	11	55.0	55.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college rewards positively to only staff in its good book

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	20.0	20.0	20.0
	disagree	13	65.0	65.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

In the college workers are not encouraged by the management to express their difficulties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	10.0	10.0	10.0
	Agree	5	25.0	25.0	35.0
	disagree	10	50.0	50.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

There is high degree of centralization of power in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	15.0	15.0	15.0
	undecided	2	10.0	10.0	25.0
	Disagree	14	70.0	70.0	95.0
	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

There is division among members of staff in the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	2	10.0	10.0	15.0
	undecided	8	40.0	40.0	55.0
	Disagree	6	30.0	30.0	85.0

	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The college management is indifferent about conflict resolution because of its divide and the rule tactics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	5	25.0	25.0	30.0
	Disagree	9	45.0	45.0	75.0
	strongly disagree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Employees show little or no trust to the management in the college due to poor motivation, which make them less productive as they feel unsupported and alone

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	3	15.0	15.0	15.0
	Agree	3	15.0	15.0	30.0
	undecided	2	10.0	10.0	40.0
	Disagree	10	50.0	50.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The management in the college does not provide specific feedback to workers thereby preventing innovation and creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	30.0	30.0	30.0
	Disagree	13	65.0	65.0	95.0
	strongly disagree	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	4	20.0	20.0	25.0
	Disagree	12	60.0	60.0	85.0

	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management style in the college discourages employees to contribute in decision making process

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	3	15.0	15.0	20.0
	Disagree	14	70.0	70.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The relationship between the management and employees in the college is not cordial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	10.0	10.0	10.0
	Agree	1	5.0	5.0	15.0
	undecided	2	10.0	10.0	25.0
	Disagree	13	65.0	65.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

There is an atmosphere of distrust in the college resulting to lack of cooperation and poor performance due to poor management of conflict

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	15.0	15.0	15.0
	Undecided	2	10.0	10.0	25.0
	Disagree	13	65.0	65.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

In the college, there is a feeling of uncooperativeness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	15.0	15.0	15.0
	Undecided	2	10.0	10.0	25.0
	Disagree	13	65.0	65.0	90.0
	strongly disagree	2	10.0	10.0	100.0

In the college, there is a feeling of uncooperativeness among members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	15.0	15.0	15.0
	Undecided	2	10.0	10.0	25.0
	Disagree	13	65.0	65.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

In the college the employees lack confidence in the management for being inconsiderate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	1	5.0	5.0	5.0
	Agree	3	15.0	15.0	20.0
	Undecided	2	10.0	10.0	30.0
	Disagree	11	55.0	55.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

The management in the college does not provide feedback to employees leaving them in frustration and poor performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	20.0	20.0	20.0
	Undecided	1	5.0	5.0	25.0
	Disagree	11	55.0	55.0	80.0
	strongly disagree	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

The management in the college rarely organizes good orientation to discuss new procedures thereby leaving employees without sense of direction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	30.0	30.0	30.0
	Disagree	12	60.0	60.0	90.0
	strongly disagree	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	20.0	20.0	20.0
	Undecided	1	5.0	5.0	25.0
	Disagree	10	50.0	50.0	75.0
	strongly disagree	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

The way and manner disciplinary measures are handled in my college by the management are not satisfactory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	30.0	30.0	30.0
	Undecided	1	5.0	5.0	35.0
	Disagree	10	50.0	50.0	85.0
	strongly disagree	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

Descriptive

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
The management in the school is sensitive and supportive because it motivates workers towards fulfilling their career ambitions	20	4.05	.235	1.050
The management style in the college encourages employees to participate in decision making	20	3.75	.250	1.118
There is cordial relationship between the management and other staff in the college	20	3.55	.328	1.468
There is an atmosphere of cooperation in the college, which helps to improve performance because the leader manages conflict effectively	20	3.70	.252	1.129
In the college, there is feeling of general good fellowship and helpfulness among members	20	3.80	.337	1.508
In the college there is high degree of confidence reposed on the management	20	3.40	.285	1.273
The management in the college provides feedback to employees leading to improved performance	20	3.75	.250	1.118
The management in the college usually organizes good orientation to give a sense of direction to employees	20	3.30	.242	1.081
The management in the college communicates appropriately with employees that make them feel free to express opinions	20	3.90	.240	1.071
The way and manner disciplinary measures are handled in my college by the management is satisfactory	20	3.60	.255	1.142
The college climate offers enough freedom to carry out my duty	20	4.05	.256	1.146
The management in the college welcomes staff suggestions	20	3.85	.233	1.040
I feel happy about my job because it fits my skills	20	4.20	.117	.523
The college offers opportunities for exercising individuals initiative	20	3.70	.206	.923

The management in the college, provides employees with adequate information about policy	20	3.70	.206	.923
The management in the college provides me with feedback after evaluation	20	3.75	.228	1.020
The management structure in my college ensures that adequate record keeping is maintained	20	3.75	.216	.967
The management in the college organizes meetings to solicit ideas from staff	20	3.70	.206	.923
The management in the college encourages staff to undergo training	20	4.05	.223	.999
The management in the college communicates the real worth of staff through the reward system in use	20	3.35	.254	1.137
The management in the college lays much emphasis on hard work with little concern about workers welfare	20	2.95	.303	1.356
The management ensures strict supervision of employees work	20	2.75	.280	1.251
The management in the college keeps a distance from workers	20	3.35	.310	1.387
The control system in the college is rigid because employees must adhere to established rules and regulations	20	2.95	.223	.999
Self regulation in the college is not allowed	20	2.90	.261	1.165
There is minimal participation in decision making by the staff in the college	20	3.45	.266	1.191
Staff meetings in the college are not enough to allow staff air their views in matters affecting them	20	3.15	.233	1.040
In the college there is one way communication from top to bottom	20	2.85	.221	.988
The management in the college pays little attention to motivating staff through rewards	20	3.40	.255	1.142
In th college conflicts are not properly managed leading to poor attitude to work	20	3.45	.266	1.191
The management in the college is more concerned with friendly relationships with workers	20	3.55	.211	.945

In the college workers who show familiarity (friendliness) with the management are less committed to their primary assignment	20	3.45	.235	1.050
In the college, workers who show friendliness with management form cliques to intimidate others	20	3.25	.190	.851
In the college committed workers do not share the same view with management	20	3.45	.276	1.234
Committed workers in the college recent the way management runs the college	20	3.65	.182	.813
The management in the college pays little or no attention to staff motivation	20	3.55	.223	.999
The communication process in the college is not satisfactory	20	3.40	.245	1.095
In the college conflict management is poor as the type of leadership style depicts laissez-faire	20	3.90	.216	.968
Familiarity between the management and workers in the college is so much that the college work suffers	20	4.05	.285	1.276
The management in the college does not encourage participative decision making	20	3.35	.302	1.348
The leadership approach of the college management is autocratic because workers prefer to maintain distance from the management	20	3.45	.223	.999
The provost assumes to know best as such he/she does not need suggestions from others	20	3.60	.234	1.046
The management in the college is not supportive of participative decision making because staff meetings are not regular where ideas are generated	20	3.50	.267	1.192
The management in the college rewards positively to only staff in its good book	20	3.75	.216	.967
In the college workers are not encouraged by the management to express their difficulties	20	3.35	.293	1.309
There is high degree of centralization of power in the college	20	3.65	.182	.813
There is division among members of staff in the college	20	3.40	.234	1.046
The college management is indifferent about conflict resolution because of its divide and the rule tactics	20	3.60	.285	1.273

Employees show little or no trust to the management in the college due to poor motivation, which make them less productive as they feel unsupported and alone	20	3.25	.289	1.293
The management in the college does not provide specific feedback to workers thereby preventing innovation and creativity	20	3.45	.223	.999
The management in the college is insensitive and unsupportive leading to ineffective and lack of commitment by employees	20	3.60	.255	1.142
The management style in the college discourages employees to contribute in decision making process	20	3.65	.233	1.040
The relationship between the management and employees in the college is not cordial	20	3.60	.245	1.095
There is an atmosphere of distrust in the college resulting to lack of cooperation and poor performance due to poor management of conflict	20	3.70	.193	.865
In the college, there is a feeling of uncooperativeness among members	20	3.70	.193	.865
In the college the employees lack confidence in the management for being inconsiderate	20	3.60	.245	1.095
The management in the college does not provide feedback to employees leaving them in frustration and poor performance	20	3.75	.228	1.020
The management in the college rarely organizes good orientation to discuss new procedures thereby leaving employees without sense of direction	20	3.50	.235	1.051
The communication procedure prevailing in the college is poor which makes workers unhappy for not being free to express opinion	20	3.80	.236	1.056
The way and manner disciplinary measures are handled in my college by the management are not satisfactory	20	3.50	.246	1.100
Valid N (listwise)	20			

APPENDIX H

One Way ANOVA

Descriptive

		N	Mean	Std. Deviation	Std. Error
SectB	lecturers	333	32.4294	7.27133	.39847
	non academic staff	40	35.0500	7.74911	1.22524
	management staff	20	36.8000	10.60586	2.37154
	Total	393	32.9186	7.59219	.38298
SectC	Lecturers	333	34.2222	6.63315	.36349
	non academic staff	40	33.4250	8.27690	1.30869
	management staff	20	38.1000	8.14280	1.82079
	Total	393	34.3384	6.-93630	.34989
SectD	Lecturers	333	24.4174	6.75094	.36995
	non academic staff	40	27.6000	6.01622	.95125
	management staff	20	31.2000	5.74548	1.28473
	Total	393	25.0865	6.83610	.34484
SectE	Icctureis	333	26.6877	8.01871	.43942
	non academic staff	40	30.8000	6.65717	1.05259
	management staff	20	35.6000	7.14806	1.59835
	Total	393	27.5598	8.14612	.41092
SectF	Lecturers	333	27.1712	9.60661	.52644
	non academic staff	40	27.8000	7.20470	1.13916
	management staff	20	35.0000	8.93839	1.99868
	Total	393	27.6336	9.49479	.47895
SectG	Lecturers	333	• 28.5856	9.95363	.54546
	non academic staff	40	31.2750	8.86650	1.40192
	management staff	20	36.4000	8..67786	1.94043
	Total	393	29.2570	9.93898	.50136

Descriptive

		95% Confidence Interval for Mean			
		Lower Bound	Upper Bound	Minimum	Maximum
SectB	Lecturers	31.6456	33.2133	10.00	50.00
	non academic staff	32.5717	37.5283	14.00	46.00
	management staff	31.8363	41.7637	18.00	48.00
	Total	32.1656	33.6715	10.00	50.00
BectC	Lecturers	33.5072	34.9373	15.00	48.00
	non academic staff	30.7779	36.0721	13.00	46.00
	"management staff	34.2891	41.9109	22.00	50.00
	Total	33.6505	35.0263	13.00	50.00
SectD	Lecturers	23.6897	25.1452	8.00	43.00
	non academic staff	25.6759	29.5241	20.00	42.00
	management staff	28.5110	33.8890	21.00	41.00
	Total	24.4086	25.7645	8.00	43.00
SectE	Lecturers	25.8233	27.5521	.00	50.00
	non academic staff	28.6709	32.9291'	19.00	43.00
	management staff	32.2546	38.9454	22.00	46.00
	Total	26.7519	28.3677	.00	50.00
SectF	Lecturers	26.1356	28.2067	.00	50.00
	non academic staff	25.4958	30.1042	12.00	42.00
	management staff	30.8167	39.1833	21.00	48.00
	Total	26.6920	28.5752	.00	50.00
SectG	Lecturers	27.5126	29.6586	.00	50.00
	non academic staff	28.4394	34.1106	12.00	45.00
	management staff	32.3386	40.4614	18.00	50.00
	Total	28.2713	30.2427	.00	50.00

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
SectB	Between Groups	562.703	2	281.351	4.980	.007
	Within Groups	22032.692	390	56.494		
	Total	22595.394	392			
SectC	Between Groups	320.859	2	160.430	3.375	.035
	Within Groups	18539.131	390	47.536		
	Total	18859.990	392			
SectD	Between Groups	1149.280	2	574.640	13.053	.000
	Within Groups	17169.779	390	44.025		
	Total	18319.059	392			
SectE	Between Groups	1966.125	2	983.063	15.944	.000
	Within Groups	24046.720	390	61.658		
	Total	26012.845	392			

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
SectF	Between Groups	1157.593	2	578.797	6.604	.002
	Within Groups	34181.643	390	87.645		
	Total	35339.237	392			
SectG	Between Groups	1333.457	2	666.729	6.954	.001
	Within Groups	37389.586	390	95.871		
	Total	38723.043	392			

Post Hoc Tests

Multiple Comparisons

Dependent Variable	(I) Status	(J) Status	Mean Difference (1- J)	Std. Error	Sig.
SectB	Lecturers	non academic staff	-2.62057	1.25778	116
		management staff	-4.37057*	1.73042	.042
	non academic staff	Lecturers	2.62057	1.25778	.116
		management staff	-1.75000	2.05841	.697
	management staff	Lecturers	4.37057*	1.73042	.042
		non academic staff	1.75000	2.05841	.697
SectC	Lecturers	non academic staff	.79722	1.15376	.788
		management staff	-3.87778	1.58731	.052
	non academic staff	Lecturers	-.79722	1.15376	.788
		management staff	-4.67500*	1.88818	.048
	management staff	Lecturers	3.87778	1.58731	.052
		non academic staff	4.67500"	1.88818	.048
SectD	Lecturers	non academic staff-	-3.18258*	1.11033	.017
		management staff	-6.78258*	1.52757	.000
	non academic staff	Lecturers	3.18258*	1.11033	.017
		management staff	-3.60000	1.81711	.142
	management staff	Lecturers	6.78258*	1.52757	.000
		non academic staff	3.60000	1.81711	.142
SectE	Lecturers	non academic staff	-4.11231 *	1.31401	.008
		management staff	-8.91231*	1.80778	.000
	non academic staff	Lecturers	4.11231*	1.31401	.008
		management staff	-4.80000	2.15043	.084
	management staff	Lecturers	8.91231*	1.80778	.000
		non academic staff	4.80000	2.15043	084

The mean difference is significant at the 0.05 level.

Multiple Comparisons

Dependent Variable	(1) Status	(J) Status	95% Confidence Interval	
			Lower Bound	Upper Bound
SectB	Lecturers	non academic staff	-5.7112	.4700
		management staff	-8.6225	-.1186
	non academic staff	Lecturers	-.4700	5.7112
		management staff	-6.8079	3.3079
	management staff	Lecturers	.1186	8.6225
		non academic staff	-3.3079	6.8079
SectC	Lecturers	non academic staff	-2.0378	3.6322
		management staff	-7.7781	.0225
	non academic staff	Lecturers	-3.6322	2.0378
		management staff	-9.3146	-.0354
	management staff	Lecturers	-.0225	7.7781
		non academic staff-	.0354	9.3146
SectD	Lecturers	non academic staff	-5.9109	-.4543
		management staff	-10.5361	-3.0291
	non academic staff	Lecturers	.4543	5.9109
		management staff	-8.0650	.8650
	management staff	Lecturers	3.0291	10.5361
		non academic staff	-.8650	8.0650
SectE	Lecturers	non academic staff	-7.3411	-.8836
		management staff	-13.3544	-4.4703
	non academic staff	Lecturers	.8836	7.3411
		management staff	-10.0840	.4840
	management staff	Lecturers	4.4703	13.3544
		non academic staff	-.4840	10.0840

Multiple Comparisons

Dependent Variable	(I) Status	(J) Status	Mean Difference (1- J)	Std. Error	Sig.
SectF	Lecturers	non academic staff	-.62883 -	1.56663	.923 .002
		management staff	7.82883*	2.15533	
	non academic staff	Lecturers	.62883 -7.20000"	1.56663	.923 .020
		management staff		2.56386	
	management staff.	Lecturers	7.82883'	2.15533	.002 .020
		non academic staff	7.20000*	2.56386	
SectG	Lecturers	non academic staff	-2.68941 -	1.63850	.261 .003
		management staff	7.81441*	2.25420	
	non academic staff	Lecturers	2.68941 -5.12500	1.63850	.261 .162
		management staff		2.68147	
	management staff	Lecturers	7.81441*	2.25420	.003 .162
		non academic staff	5.12500	2.68147	

The mean difference is significant at the 0.05 level.

Multiple Comparisons

Dependent Variable	(1) Status	(J) Status	95% Confidence Interval	
			Lower Bound	Upper Bound
SectF	Lecturers	non academic staff	-4.4783	3.2207
		management staff	-13.1249	-2.5328
	non academic staff	Lecturers	-3.2207	4.4783
		management staff	-13.4999	-.9001
	management staff	Lecturers	2.5328	13.1249
		non academic staff	.9001	13.4999
SectG	Lecturers	non academic staff	-6.7155	1.3367
		management staff	-13.3534	-2.2754
	non academic staff	Lecturers	-1.3367	6.7155
		management staff	-11.7139	1.4639
	management staff	Lecturers	2.2754	13.3534
		non academic staff	-1.4639	11.7139

Homogeneous Subsets

SectB

Status		Subset for alpha = 0.05	
	N	1	2
Lecturers	333	32.4294	
non academic staff	40	35.0500	35.0500
management staff	20		36.8000
Sig		.312	.594

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 38.460.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

SectC

Status		Subset for alpha = 0.05	
	N	1	2
non academic staff	40	33.4250	
Lecturers	333	34.2222	
management staff	20		38.1000
Sig		.879	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 38.460.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

SectD

Status		Subset for alpha = 0.05	
	N	1	2
Lecturers	333	24.4174	
non academic staff	40	27.6000	27.6000
management staff	20		31.2000
Sig.		.111	.060

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 38.460.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

SectE

Status	N	Subset for alpha = 0.05	
		1	2
Lecturers	333	26.6877	
non academic staff	40	30.8000	
management staff	20		35.6000
Sig		.073	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 38.460.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

SectF

Status	N	Subset for a Ipha = 0.05	
		1	2
Lecturers	333	27.1712	
non academic staff	40	27.8000	
management staff	20		35.0000
Sig.		.958	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 38.460.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

SectG

Status	N	Subset for alpha = 0.05	
		1	2
Lecturers	333.	28.5856	
non academic staff	40	31.2750	31.2750
management staff	20		36.4000
Sig.		.485	.073

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 38.460.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

APPENDIX I

STATISTICAL TABLES
Required Sample Size From The Research Advisors

Confidence level = 95.0% *Confidence level = 99.05*

Population Size	Degree of Accuracy/Margin of Error				Degree of Accuracy/ Margin of Error			
N	0.05	0.035	0.025	0.01	005	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	149	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	117	251	291	207	246	270	295
400	196	265	318	384	250	319	348	391
500	217	306	377	475	285	395	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	622
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	622	854
1000	278	440	606	906	399	575	727	493
1200	291	474	674	1067	427	636	827	1119
1500	306	515	759	1297	460	710	959	1376
2000	322	563	869	1655	498	808	1111	1785
2500	333	597	952	1984	524	879	1288	2173
3500	346	641	1068	2565	558	977	1510	2890
5000	357	678	1176	3288	586	1066	1731	3842
7500	365	710	1275	4211	610	1147	1-960	5165
10000	370	727	1332	4899	622	11193	2098	6239
25000	378	760	1448	6939	646	1285	2399	9972
50000	381	772	1491	8056	655	1318	2520	12455
75000	382	776	1506	8514	658	1330	2563	13583
100000	383	778	1513	8762	659	1336	2585	14227
250000	384	782	1527	9248	662	1347	2626	5555
500000	384	783	1532	9423	663	1350	2640	6055
1000000	384	783	1534	9512	663	1352	2647	6317
2500000	384	784	436	9564	6631	1353	2651	6478
10000000	384	784	536	9694	663	1354	653	6560
100000000	384	784	1537	9603	663	1354	654	6584