UNIVERSYT OF CAPE COAST

CHALLENGES IN MANAGING DISCIPLINE IN THE EDUCATIONAL DISTRICTS IN THE EASTERN REGION OF GHANA

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BY

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidates Signature:……………………….. Date…………….

Supervisors Declaration

We hereby declare that the preparation and presentation and presentation of the thesis were supervised in accordance with guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature………………….. Date……………..

Name: Dr. Albert L. Dare

Co-Supervisor's Signature: ……………………... Date: ……………

Name: Rev. Kodwo Arko-Boham

ABSTRACT

The purpose of the study was to find out the challenges teachers in the Eastern Region of Ghana encountered when they visited their various District Education Offices to seek solutions to their problems. The study also sought to find out Management's challenges with regard to unacceptable behaviour and attitudes exhibited by some workers at District Education Offices. The sample for the study comprised 10 district directors, 40 frontline officers, 400 teachers and 150 workers at district directorates of education in the Eastern Region of Ghana. The researcher used questionnaire and an interview guide for the study Also of interest to the study was how Management handled such disciplinary cases.

The study revealed that, the challenges teachers faced included illegal financial demands from office workers, travelling from long distances to present their problems, delay in attending to them, rude behaviour of some of the office workers and loss or misplacement of teachers' documents.

The study further showed that the workers did not refute the allegations by the teachers. It came out from their responses that, loss or misplacement of documents, for example, might be due to movement of files within some sections at the directorate. Moreover, the study indicated that, Management was aware of some of those incidents but was finding it tough to curb them since teachers would not give enough information about what they had gone through and who was to be held responsible.

On the basis of the findings, it is recommended that, Management should intensify its supervisory role to monitor every activity at the DEOs.

DEDICATION

To my parents and children.

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CHAPTER 1

INTRODUCTION

Background to the Study

Disciplinary challenges at the workplace are among the issues that are central to the performance of most organizations including the education sector. The problem associated with discipline starts from simple issues to complex ones. This development, if not properly managed, could bring the image of the organization into disrepute. Discipline has become unavoidable in organizations, and yet enforcement of disciplinary codes has not been an easy task to Management. On the part of Shertzer and Stone (1976,) "discipline is providing an emotional climate and environment that encourages, assist and permits positive healthy attitudes and feelings" (p. 390). Encouragement and the assistance that permits people to work in a healthy environment with acceptable attitudes is a sign of disciplined work behaviour. Discipline at workplaces has to do with dismissal procedure and its fairness, as well as maintenance of law to control work-related disciplinary activities. This could be one of the issues not easily observed and, when they are observed, in most cases little or no attention is given to them. It is believed that, it would

have been better if every worker could apply the basic training acquired during the early years of their employment to their job performance.

Within the Akan culture, for example, parents teach young people to grow up as responsible individuals. Parental expectation is to raise people of discernment characterized by knowing what to do at a given time without being reminded several times. The parents do not expect complaints from the neighbourhood that may dent the image of the family. In so doing, these parents are building a form of well shaped people in terms of discipline and hoping that, they will carry the acquired skills to their work places in future. In the same way, discipline was one of the key training concerns during formal education for the acquisition of knowledge and skills with the view of preparing the individual for the future. Although human beings go through changes in their developmental stages which may alter their initial training, it is believed that, there is a foundation upon which the individual is expected to apply the nature of training they had when they were young in performing a given task at their work places without compromising discipline. Their behavior should reflect the readiness to take up any task assigned to them and doing it to the expectation of their supervisors or management. Performing a given task under a labour regulation is not enslavement. On the other hand workers should not also behave as if they are not under any obligation.

When people are tasked with a particular job, it means they are to perform a role in order to mange a situation. It also indicates that, they must perform within the work related situations which, according to Armstrong

(2003) cited Chell to have described as "rule-governed" (p. 211). Chell added that how they behave while performing the task is defined by the "socially acquired rules" (p. 211). It implies that, rules are developed to guide our social existence. By this if a worker do not operate within the role situation at a work place, it is suggested that, there is then a work-related disciplinary problem. But if they do so, the worker "thus adopts a suitable role in order to perform effectively within the situation" (p. 211). This is due to the fact that, the role assigned to any worker will point out a precise and detailed form of behavior expected to be performed on that specific job assigned to the worker. The actions and inactions of a worker will thus affect their clients in many ways. This is an indication of what the public and teachers are complaining about the attitude of GES workers at the district education offices. Performing the assigned duty was to allow the teacher to be on duty without any tension.

Performing a given duty to specification is a requirement of every worker. To Rue and Byars (2001), "performance refers to how well an employee is fulfilling the requirements of the basic job" (p. 213). They added that, "the quality of an employee's performance is determined by a combination of three factors, these are effort, ability and direction. They further explained that, effort refers to how hard a person works. Ability is concerned with the person's capability". Direction also refers to "how well the person understands what is expected on the job." (p. 213). It is believed that, it takes all the three to achieve an acceptable performance. Laxity in the application of these factors will expose the worker to be of a different

behaviour. The challenges here are not the failure to perform an assigned duty to specification but also the failure of the person to exhibit the effort, ability and direction to reflect on the job. This behavior may be in conflict with the organisation's code. The conflict here does not mean a role conflict where an individual is unable to cooperate or coexist in anticipation of what others has to do at their workplaces. In this case, the situation is where their actions are in conflict with the code of conduct of the GES. Such a situation may lead to the introduction of some practices which do not form part of the ethical practices of the organization.

Teachers have been reporting some practices at the Ghana Education Service (GES) by district officers which have been either accepted as a job description or part of the norms of the organization. De Cenzo and Robbins (1996) maintained that, "job description is a written statement of what the jobholder does, how it is done, under what condition it is done and why it is done", (p. 141). One, therefore, must follow the job description with regard to codes of the organization. On the contrary teachers complain that, some workers at GES district offices have introduced some behavior which they perceive as part of the GES norms. These norms may not be institutionalized practices or a conventions which relate to work ethics or codes of the GES. Through neglect, the practices develop to the unethical behaviours which some workers have rather clinched to as what they perceive as pertaining to their work places. The challenges here are that, if the workers are able to maintain these uninstitutionalized codes into the organization they become perceived

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accepted practices in a well structured organization like the GES. These could later lead to everybody designing and introducing anything of that nature into the organisation's day-to-day activity. They may not be taken as something serious, yet handling them later becomes a challenge to management and this can be regarded as disrespectful attitude.

In most cases, some disciplinary challenges at workplaces are confused with disrespect and as to how these issues actually reflect on management ability and the extent to which they show their concern is something which I tried to look at. The GES has various structures put in place to respond to work-related disciplinary issues. One may ask how such structures are put into operation to address issues of work-related disciplinary challenges. It would be observed that, the development of interest of teachers' and other staff of GES in their job depends largely on the perception of how they are treated in work-related disciplinary problems. Another issue is how they comply with the established codes of the GES. The expectations of management of subordinates to respond to their superiors command and instructions are high in the Ghanaian context and anything less would mean disrespect. Traditionally, explanation of such inabilities to oblige to demands or instructions of the superior tends to depict an act of insubordination. The culprits are either not involved in many activities at where they work afterwards because the fellow is seen as not disciplined or does not show positive attitude toward his or her work schedule.

Discipline is said to be "the regulation of human activity to produce a controlled and effective performance" (Poole & Warner, 2001, p. 498). This means disciplinary actions are employer imposed and therefore the reverse of organizational rewards. In terms of the inverse reward, it does not seem to throw the worker's interest at the workplace overboard but it is seen as a way of shaping the person to attend to assigned duty without any compulsion. Although it is an employer imposed, how the disciplinary challenges emanate and how they are managed at the workplace by the employers are important aspects of the researchers' quest for answers.

It is worth noting that 'temporary layoffs of work force, reductions of staff as a result of budget cut, or electricity load shedding and lack of work, however do not constitute disciplinary action' (Klingner, 1980, p. 382). It means that if any of such situations occur and an action is taken thereafter to control the situation, it does not mean a disciplinary action. To Gareth, Jennifer and Hill (2002, p. 51) "discipline results in respectful relations between organizational members and reflects the quality of an organisation's leadership and a manager's ability to act fairly and equitably". Respectful relation does not mean management finding their way through whatever means over their subordinates, rather a healthful relation which encourages each individual worker to perform his or her duty without fear of being intimidated or marginalized. Traditionally, a worker would be under stringent conditions, although it may not form part of the codes spelling out the norm in that establishment. The fear of losing a job and the number of questions that may

follow the dismissal as well as society's perception about the affected worker usually put the workers stacked in their seats irrespective of what they may go through. The teacher or the GES worker is no different in this respect.

As discipline is a human-related issue and can, therefore, be a challenge to management in terms of how it is handled at the workplace, Armstrong (2003) opined that management "must do their best to influence changes in those values where they feel they are necessary" (p. 73). Management's relation should also not be seen only as the most basic element or feature of an efficient relationship among groups, but forms an essential part of life. It is, therefore, important that the lives of the GES staff relate to disciplinary needs to the extent that, a well managed disciplined life at the work place is seen as something acceptable. That is if they are allowed to hang in balance at the time something is needed to be done. It is not the duty of management to always announce who, what, how and when a worker should behave towards his duty or at work. Reminders are necessary. It does not mean it should be a routine, and ignorance is not the same as refusing to conform to laid down rules. The challenges here are the irresponsibility on the part of the deviant which poses a threat to management.

Traditionally, management is seen by the staff as being responsible for initiating actions at the workplaces and therefore needs the support of the entire staff for the success of such responsibility. On the other hand, management is grappling with problem-solving skills to employ fairness in choosing what to do to address many work related disciplinary challenges. It

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is not management's total inability to deal with the situation but getting to know the exact attitude of the worker at the work place. One would be tempted to say that such behavior and attitudes began during school years. Asiedu-Akrofi (1978) expressed his awareness of this attitudinal problem by noting that, most parents and even the government easily get upset about the kind of indiscipline that pervades in the schools. No matter the modification of rules made to suit the environment of the organization, there still exists some behaviour of concern at the GES district offices.

The question of self-discipline in terms of how one should not be prompted or queried all the time in certain situations before some things are done also relate to the issue of work-related discipline. "Self-discipline is the ability to get yourself to take action regardless of your emotional state" (Pavlina, 2005, p. 1). In this instance a worker could accomplish an assigned job on his best intentions no matter what without being reminded several times. But without self-discipline that intention would not be realized; with sufficient self-discipline, it is possible. It is believed that the topmost point of self-discipline is when one reaches the opinion that is better to work without compulsion and when they make a conscious decision. On the other side, it is not guaranteed that the person will abide by his best intentions that motivated the person to perform a given task without any form of compulsion. This is the benchmark for ethical codes in the GES. The fact here is that, most of the GES workers are known to be "character trainers". The assertion that, one cannot

lead by bad example requires that, the do's and don't of the organization should be effectively followed.

In the words of Armstrong (2003), "to manage people effectively, it is necessary to understand the factors that affect how people behave at work. This means taking into account the fundamental characteristics of people" (p. 203). This demands that, management should be abreast with the characteristics of every worker. Armstrong (2003) mentioned further some of the areas to examine as individual differences, attitudes, influences on behaviour and the role the person plays. People may put up certain behaviour at work places such that they may not be able to cope with the norms of the organization leading to issues of work-related discipline. In this case, the fellow is to be treated as an individual. With regard to this a careful study of the individual worker's behaviour and attitude should be key responsibility of management.

Self-discipline is one of many personal development areas. Although it is not a panacea, the role which self-discipline can play in problem solving is very crucial. "Self-discipline can empower the worker to overcome any impediment of threats. It can wipe out procrastination, disorder, and ignorance" (Pavlina, 2005, p. 1). Within the domain of problems it can solve, self-discipline is simply unmatched. He maintained further that, self-discipline becomes a powerful team mate when combined with others like passion, goal-setting, and planning, Planning and goal setting are expectations of management and will need the support of workers to achieve the desired goals.

The teaching profession is an area which dwells on discipline in most of its activities, yet teachers claim that the observance of disciplinary attitudes at the district education directorates calls for concern. Work-related discipline at the district education directorates is vital in terms of provision of good service to teachers and their concern calls for an intervention. There is, therefore, the need for careful study of the problem to be carried out to ascertain the actual situation at the district education directorates to help determine the appropriate intervention needed to address the situation. This motivated me to undertake the present study in the Eastern region.

Statement of the Problem

There has been a complaint by the public, especially teachers, about certain attitudes and behaviours exhibited by staff at the GES district offices. Although efforts have been made to address these, there are still some disciplinary challenges. Literature reviewed showed a gap in knowledge on challenges in managing workplace discipline at the GES education districts. This gap in knowledge demanded an indepth investigation. Hence this study.

Some of such practices are that, workers at the GES offices treat teachers with disrespect. In some cases, teachers would not be told of exactly what to submit for the processing of their document. Also it is alleged that workers at the GES offices demand money before they attend to teachers. Supervisors are alleged to harass teachers and there is even the issue of disappearance if teachers' personal files from the offices. For example, in October 2007, a teacher at Cape Coast Presbyterian Junior Secondary School was supposed to

be inspected for his promotion. The officers from the district education directorate did not greet the teacher who happened to be the first person to see them. When the teacher was brought to the headteacher's office to meet them, they refused to see his work with the explanation that the teacher did not show any concern when they passed by. This led to the loss of the teacher's documents which he had earlier submitted for up-grading. This scenario created a situation where teacher's perception of GES workers with regard to ethics of the service as not being the best.

In another development, a teacher at Apewosika basic schools was offered admission at the University of Cape Coast and was due to process his documents for study leave. He visited the Metro Education Office several times only to be told that his document could not be traced. The teacher became frustrated and decided to seek intervention from the Regional Director. He was then given a letter to be addressed to the Metro Director and few minutes after the letter had been delivered, the completed document was given to him.

This has motivated me and to investigate the management of such disciplinary challenges in the Ghana Education Service. This is necessary because discipline is an organisation's means of redressing the balance against employers who are not making equitable contribution towards organizational effectiveness (Klingner, 1980).

Purpose of the Study

The purpose of the study was to find out the types of complaints teachers made against workers at the district education offices concerning work-related discipline and how such management complaints are handled.

Research Questions

In trying to explain the research topic, the following questions were posed to guide the research process:

1. What work-related disciplinary challenges exist at the district education offices in the Eastern Region of Ghana?

2. What type of complaints do teachers make about workers at the district education offices in the Eastern Region of Ghana?

3. To what extent do disciplinary actions at district education offices in Eastern Region conform to the standards set in the GES United Code of conduct?

4. How are the work-related disciplinary challenges confronting management at the district education offices in Eastern Region managed?

Significance of the Study

The findings of the study may help the GES and the Ministry of Education to design guidelines to enforce adherence of the organisation's Code of Conduct at the district education offices. By this, lapses and all identified work-related disciplinary issues that may come out as a result of the study can

be used to prepare guidelines which could be used to ensure the adherence of the code of conduct of the GES.

The work-related challenges identified through the study could help management to design training programs for new and old workers at the office to reduce the occurrences of the practice. Reminders are necessary and important. The findings of the study can add up to the existing modules that serve to put workers at the DEOs in a better position to provide better service to the teacher.

The study has provided information concerning work-related disciplinary challenges at the district education offices and how it affects effective delivery of service to teachers. Training officers and leaders of unions in the education sector may find the information useful in planning training programmes and educate the workers to be of good behaviour when attending to their duty.

The study is also believed to serve as the basis for further research. Based on the current information available in the study, interested researchers can use it as the basis for further research to be conducted to look at the areas this research could not cover.

Delimitation

The study was designed to cover some selected districts of the Eastern Region namely, Akuapim North, Birim North, Birim Central, Kwahu North, Atiwa, Fanteakwa, New Juaben and Yilo Krobo districts. In addition, the study focused on the workers attitudes and behaviours towards teachers in the named

districts. The study also elicited teachers' concern about the attitudinal and behavioural development at the district education directorate and how it affects their work and the society. It examined the management interventions to the disciplinary challenges and how to build a healthy and trustworthy relation between teachers and workers at the district education offices. Furthermore, the study examined the concept of disciplinary challenges, that is, what acts or traits or attitudes will be considered as disciplinary challenges in the study.

Limitation

I expected to meet some challenges throughout the study period. In the first place, because of my position as an industrial relations practitioner, I might have exaggerated the teacher's plight and rather downplayed the efforts of the workers at district education offices (DEOs). Although every effort was made to maintain my stand as an independent and level-headed person throughout the study it is possible that teachers were still afraid that they would be victimized if they freely gave out information. Some teachers might have felt that they might be exposed and, therefore, might have withheld information that would enrich the study. In a similar case, some other teachers also decline to participate in the study meaning I missed out on information that could have also enriched the study.

Organization of the rest of the Thesis

The thesis is organized in five chapters. Chapter One includes the background to the study, the research problem, the purpose of the study and the significance of the study. The chapter also touched on the limitations

and delimitations as well as the organization of the study. Chapter Two reviews related literature based on concept of disciplinary challenges, identification of disciplinary challenges, enforcing disciplinary rules, conformity of disciplinary action to the acknowledged standards of the GES codes and management of disciplinary challenges. The Chapter Three describes the methods used to execute the study. It describes the research design, the population, sampling procedures, data collection and data analysis procedures.

Chapter Four presents and discusses the results of the study while Chapter Five provides summaries of the research process and major findings. Conclusions arising from the results are drawn and recommendations are made. Chapter Five ends with suggestions for further research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter reviews literature on the management of disciplinary problems encountered by management of education at the district level. The review is organized under the following Sub-headings:

1. The concept of work-related disciplinary challenges

2 Identifying disciplinary challenges

3. Conformity of Disciplinary Action to Accepted Standards of the GES

4. Enforcing the Disciplinary Rules

5. Managing disciplinary challenges in GES.

The concept of Work-related Disciplinary Challenges

The atmosphere at any workplace is expected to be of a kind where every worker is seen to be working hard and can be relied on. A worker as well as the employers are expected to exhibit good work attitude with regard to discipline. To this Andrew (1994, p. 4) commented that "discipline is necessary in every ordered society". Every individual comes from a society which nurtured them to become cultured person and whose experience from various training is expected to influence their activities at their workplace. Such indications are orderliness and a sense that is responsive to duty.

According to MacBeath (2010) a 'challenge is the less comfortable aspect of leading and learning. It means looking again at what we think, or what we think we know. It means looking again at what we feel and why we feel it. It means taking a fresh look at what we do asking ourselves why we do it' (p. 3)

In the case of workplace discipline, the University of British Colombia (20 1 0, p.1) posted an article which indicated that "discipline in the workplace is the means by which supervisory personnel correct behavioral deficiencies and adherence to established company rules" (Retrieved: May, 2010)

Betts (1993, p. 132) pointed out that, "people think that discipline is a system of rules and appropriate punishment when they disobey. He stressed further that "when people are given the opportunity to develop their capabilities, the group's spirit and general working arrangement with supervisors foster a driving force with each individual"(p. 132). He added that the "drive often called positive discipline which urges employees to conform to rules and unwritten codes without restricting their enthusiasm"(p. 132). The idea of discipline implies reprimands, especially where the individual disobey the codes of the organization while in the same way adherence to organization's code foster a drive and a desire to conform to the codes of the organization.

Gareth, Jennifer and Hills (2000, p. 51) stressed that, discipline is "obedience, energy, application and other outward marks of respect for superior's authority". It implies that, every worker must obey the laid down

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rules of the organization and exert their energy to bring out other behaviours that shows adherence of their superiors' authority. To relate this to work-related discipline, any other behaviour, actions and attitudes which do not follow such principles become a challenge to management.

In another development, Fayol (1984) said that discipline brings about respectful relation among members of the organization and also show the quality of the leadership and how fair and equitable they are. Leadership by example as expressed by many to bring the attention of leaders to fairly and firmly execute their duty. The leadership of an organization is expected to exhibit certain acceptable qualities as well as being able to handle disciplinary challenges at their workplaces effectively. By this, it depends on how fair and firm as well as the proper enforcement of law and order at the workplace by management.

According to Mullins (2005, p.197) "discipline is in essence the outward mark of respect for agreement between the organization and its members". He further suggested that, "responsibility is the corollary of authority" and that "whenever authority is exercised responsibility arises"(p.197). A recognition and respect for agreement between the organization, employer and employee clears the doubts of wrongful doing and ignorance of codes of an organization by all the parties involved. By all standards, each of the parties would assume their responsibility out of their own will. Contrary to this will bring about disciplinary challenges.

Regarding the attributes of a disciplined person, Musaazi (1984) stated

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that "A disciplined person is orderly, responsible, diligent, sympathetic, co-operative, honest, considerate and, always tries to do what is right and good" (pp. 181-182). In other words, the mark of discipline as one must expect is to reflect how diligent, responsible and sympathetic among other qualities embedded in the word "discipline" and this should always be seen in the employees' day to day activities. This in essence describes how orderly the employee is or should behave.

Rebore (2001, p. 198) described "discipline in organization as a condition in organization created by employee's conducting themselves according to the rules and regulations of the organization in a socially accepted manner". Rules are usually prepared to guide our social existence and therefore the expectation of management is to see employees well composed and attending to their duties without violating any rule. An employee who is conscious of the organization's rules and regulations does not create any disciplinary challenge but rather promote increase in productivity. It is also a description of the person's social behaviour in terms of how the fellow was nurtured with societal norms and how well the person relates it to his or her duty at the workplace.

In explaining the purpose of discipline, Nankervis, Compton and MaCarthy (1999, p. 421) stated that "discipline in the workplace should however be perceived clearly as a genuine attempt to ensure that expected employee behaviour and performance is maintained to required organizational standards". It is very important to note that, under no circumstance would an

employer allow a degrading performance and ignorance of an organization's codes and standards under his roof. Irrespective of the relationship that may exist between the two parties the former would expect an acceptable behaviour and high performance at all time. This should not be perceived as an attempt to harass the employees. To this, the employee's behaviour in the contrary will turn to mean a disciplinary challenge to management.

To Rue and Byars (2001, p.439), discipline should be viewed as a "condition within the organization whereby employees know what is expected of them in terms of organization's rules, standards and policies and what the consequences of infractions will be". They added that, "the basic purpose of discipline is to teach about expected behaviours in a constructive manner". The normal expectation of an employee by the employer is to follow all that has been assigned without any violation, pretensions and laxity in the performance of duty. In this case, compliance of organizations rules and also exhibiting of permissible behaviours will generate an atmosphere of peaceful co-existence among employer and employee. The other side of this could be seen as a disciplinary challenge in the organization.

From the foregoing discussion, discipline could be seen to stress on outward marks of the individual's behaviour, ethics as well as attitudinal act which has shape the fellow to perform a duty without compulsion.

Identifying Disciplinary Challenges

According to Noe, John, Barry and Patrick (2004) "creating a formal discipline process is the primary responsibility of the human resource (HR)

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department. The human resource professional should consult with supervisors and managers to identify unacceptable behaviours and establish rules and consequences for violating the rules", (p. 317). Since management alone cannot oversee all the sub-divisions under their jurisdiction, it will be helpful to involve supervisor to closely monitor and report any violation of the GES rules. To this a well established or instituted disciplinary policies will facilitate the identifying of any violation of the laid down rules of the organization. Proper identification of such practices is important to enable management to deal with them. To Asiedu-Akrofi (1978, p.140) "any disciplinary problem must be examined from the point of view of performance and behaviour"

On the part of Alan, Robert and Terence (1999, p.423) they stated that "the primary responsibility for preventing or correcting disciplinary problems rest with an employee's immediate superiors". They maintained that "the superior is best able to observe evidence of unsatisfactory behaviour or performance and to discuss the matter with the employee"(p.423). In this case there should be a close observation by management in order to identify the kind of disciplinary problems existing at the workplace.

There is the need for orderliness in any organization, as well as a sense of belongingness where every worker realizes that they are not marginalized at the workplace. It is also an issue of worker's right as well as their responsibility towards the work they will be doing. According to Rue and Byars (2001) "to maintain effective discipline, supervisors must always follow the rules that employees are expected to follow"(p. 443). It is not only the

worker who should always obey such rules but rather management makes sure they also follow the organization's rules. Rules and regulations are also put in place to check work-related behaviour. Every worker is obliged to work under such 'institutional requirements' and also as a team towards the GES set goals. The study explored the identified disciplinary challenges at the district education offices, conformity of disciplinary action to GES Unified Codes standards, the nature of complaints (grievances) teachers make about GES workers and how are the disciplinary challenges were managed at the district education offices.

One of the areas that can be considered when trying to identify disciplinary challenges is the area of ethical issues. "We can define ethics as that guiding principle that helps us decide what is right and what is wrong" (De Cenzo & Robins, 1996, p.119). By this, the right and wrong of the individual also determines the work related discipline which might have developed as a result of employees ignoring what is right and trying to do things the other way. In many cases, praises are showered on those who out of their own will perform their duty to the admiration of the organization. Workers' commitment to duty and how they follow the rules of the organization depends on their understanding of the rules as well as how they apply the rule. In the same way, the odd behaviour of an employee which may fall outside the rules of the organization could be identified for corrective measures to be taken.

There are stated rules and regulations in every organization such as the GES. Management of GES sees to it that these rules are obeyed fully. This

code of ethics can also be violated by the same workers who at the time of their appointment, were made aware of. This is the time that the disciplinary challenges are observed critically and identified. They may stem from influences on behaviour at the work place. "Behaviour at work is dependant on both personal characteristics of individuals (personality and attitudes) and the situation in which they are working" Armstrong, (2003, p. 208). This is due to the fact that, workers interact and they are also able or liable to change, especially, either suddenly or unpredictably with regard to their personal features. In the GES, the Unified Code of Conduct (2005) PART III (3,1-5) have spell out in details what is expected of the worker, they could therefore be used to identify disciplinary challenges.

Attitude of individuals at work could also be taken into consideration when trying to identify disciplinary challenges. To Armstrong (2003, p. 208) "attitude can broadly be defined as a settled mode of thinking". He added that, 'attitudes are developed through experiences but they are less stable than traits and can change as new experiences are gained or influence absorbed". Also Armstrong (2003), citing Cooper and Cox stated that, "any attitude contains an assessment of whether the object to it is referred to is liked or disliked", (p.208) In this view, workers may develop certain attitudes which may be seen as acceptable or not and may be related to disciplinary problem.

The settled mode of thinking of the worker may pose a threat to management in the sense that it may have to do with the person's mode of thinking about the work which he or she may decide either to do the right thing

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or not.. On the part of McShane and Von Glinow (2002) "attitudes represent the cluster of beliefs, assessed feelings and behavioural intentions toward an object" (p. 201). That is, the workers feelings which have been a product of emotions may react in acceptable or unacceptable manner. In the same way, their perception of the organization in either positive or negative way has influence at the workplace with regard to discipline as well as the way they behave towards the assigned duty at their work place.

Conformity of Disciplinary Action to Accepted Standards of the GES

In the words of Cole (2002, p. 455) "a workplace discipline is a question of (a) devising appropriate rules of behaviour for employees and (b) providing fair and consistent means of enforcing them". Cole further added that, "the standards expected of employees are set out in various companies' rule-books, employee handbooks and disciplinary procedures"(p. 455). Unconscious behaviour in absence of specified rules may not lead to a breach of said rule. This is probably the reason for management to put in mechanisms to control the work-related behaviour and following it in firm and fairness at all time. There should not always be a situation where the workers intentionally violate the rule but pretend to be ignorant of the rule. These set rules or standards should not be in the drawers of management but in all related channels for which employees can readily lay hands on. This will facilitate the prevalence of law and order at the work place and also conforming to accepted standards.

There is an opinion that standards set to control work-related

discipline are meant to intimidate workers. In reference to this Nankervis, Compton and McCarthy (1999) indicated that, "the purpose of discipline in the workplace should, however, be perceived clearly as a genuine attempt to ensure that expected employee behaviour and performance is maintained to required organizational standards" (p.421).

With regard to performance, Brumbach (1988, p. 387) stated that

> performance means both behaviour and results. Behaviour emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right - the product of mental and physical effort applied to tasks - and be judged apart from results.

On their part, Bates and Holton (1995, p. 267) intimated that "performance is a multi-dimensional construct, its measurement varies depending on variety of factors". They suggested that "It is therefore important to determine weather the measurement objective is to assess performance outcome or behaviour"(p. 267). Employees' performance in relation to workplace discipline is one of the indicators for the assessment of the organizations achievement. It is an important aspect of managements' duties. The issue here is not necessarily management role in performance management but rather a close observation of their employees' performance with regard to the objective of the GES. It could be noted that individual employee demonstrates their readiness to perform without being forced to do

what was expected of them. In this regard, Fowler (1990, p.47) on his part stated that "performance management is a natural process of management not a system or technique". However, Campbell (1990) on his part suggested that, performance should be distinguished from the outcomes because it is a behaviour and therefore be contaminated by system factors. Employees must therefore learn the organizations' structures and procedures reflecting on the goals of the organization. It is also important to acknowledge the suggestion of Scarborough and Carter (2000) that, organizational learning is the effective way by which individuals reframe their own experiences from what they have been able to discover. That is if employees learn the organizations' policies it will became part of them throughout their working life and even beyond without flouting the organization code. Lawson (1995) mentioned that, organizations have to get the right things done successively.

On his part, Chandan (2002) explained that, "an organization's code of ethics can serve several purposes" and the second purpose it can serve is that "it demonstrates the commitment and direction in stating its standards and incorporating these standards into daily operations" (p. 109). The code of conduct should be clear of how a worker should understand what is expected of him as willingly as the worker is prepared to carry out such responsibility. The acceptable standard is not only set but its effective application to the day-to-day activities of the organization. It is such that the worker should actually keep to what is needed to be done at all time.

To Rue and Byars (2001, p. 246) "the standards for determining

disciplinary action must be the same for all employees'. In the pursuance of any disciplinary action, there should not be a different measure for age, religion, sex or tribe. The situation may not bring fairness in administering measures to curb or address a disciplinary issue at workplaces.

On the part of De Cenzo and Robbins (1996, p. 121), the "general guidelines in administering discipline include making disciplinary actions corrective, making disciplinary actions progressive and following the hot stove rule - be immediate, provide ample warning, be consistent and be personal". The implication of the statement is that disciplinary actions should not only be seen as a punitive measure, but rather something that can change the behaviour of a worker at workplaces to respond to the needs of the organization without compulsion. The process should not be static but continue to operate in a varied form to meet current disciplinary challenge with a considerable piece of advice and maintain the set standards as well as not delaying passing valued judgment on such disciplinary challenges.

To Wayne (1992, pp. 512-513) "if discipline is seen as legitimate by employee, it may increase motivation, moral and performance". Management should therefore not take undue advantage to punish workers for the slightest mistakes the make, rather workers should see and feel any form of punitive measure against them as legitimate.

Noe, *et al* (2004, p. 315) cautioned that "no matter how sensitively the organization gathers information leading to disciplinary actions, it should consider privacy when deciding who will be allowed to see the information".

They added that as management, in the pursuance of their duty, collection and handling of information about a worker under investigation should be kept as a secret by them.

With regard to procedures, De Cenzo and Robbins (1996) said that "discipline generally follows a typical sequence of steps: written verbal warnings, written warning, suspension and dismissal" (p. 116), The order of which an earlier action would be consistent with those that are in conformity with the accepted standards and allow the nature of action to be taken reflect the actual face of managements understanding of managing disciplinary challenges.

In another development, Klingner (1980, p.397) pointed out a way of developing disciplinary and dismissal procedures. He suggested the establishment of a procedurally sound grievance system, publicizing the agency's criteria and procedures for instituting disciplinary actions against employees and validation of performance, evaluation, selection, and promotion criteria as best as management can. In this case, the stated areas must also reflect the actual state of disciplining at work places. The term "dismissal" is sparingly used here because it is not the ultimate solution to work-related disciplinary challenges. Dismissal should be in line with organization's code of conduct. On the other hand management should, from time-to-time refer to the rules of the organization binding on all employees and state them as the legal regulation guiding the activities of workers of the organization like GES. This can be effective if management sees themselves as part of the team and

therefore follow the rules as they expect their subordinates to do. If they operate on the basis of leadership by example the workers will be compelled to do the same. Rules are not comfortable for many who one reason or the other find it difficult to abide by them.

On his part, Armstrong (2003) stated that, "the introduction or development of human resource procedures should be carried in consultation with employee and, where appropriate, their representatives". He added that, "it is essential to brief everyone on how the procedures operate and they should be published either in an employee handbook or as a separate document" (p. 871). Whenever two parties are involved in dealing with issues and seeking for mutual understanding, it would be appropriate for a better understanding of every underlining issue that may confront the harmony among management and staff at the work place. In this case, if information needed is properly disseminated the chances of workers going astray would be minimized and therefore improving productivity.

Referring to an organization's code of ethics, Armstrong (2003) again stated that, "a code will also summarize the ethical standards expected of employees", (p.74). Throughout the discussion, one thing stands out to be of importance in the management of work-related disciplinary problems. As explained, a good standard that will not contradict the formal use of rules of the organization will be acceptable in handling disciplinary issues at the workplace. It has to do with management taken a fair stand always. The literature suggests that the best way is to make proper use of the GES codes

effectively and in line with natural justice.

Rules periodically require review to ensure that they are up-to-date, Armstrong (2003). This, Armstrong pointed out, reminds management whether the observance of a rule is a live issue or not. He also explained that in order to create an excellent feature of employee involvement in decision making, there should be periodic meeting between management and employee representatives. If possible rules should be reviewed every twelve months. In his view, the simple fact that rules are being discussed will help sustain the general level of awareness of what they are.

On the other hand not every employee accepts what has been put down as the norms for responsible worker behaviour. For managers of education to make sure that rules are observed, information about rules needs to be thoroughly conveyed to those affected. These would include written particulars and formal methods of communication. During the training or induction of the worker, some important rules should be reinforced to the understanding of the worker. Here the background of the worker can be described and rules well explained with examples. This would help workers not only to know it, but also understand why they should be obeyed.

The sort of penalty for certain offences often depends on the magnitude of the offence, as well as, the type of organization. Procedures are set to state "what must be done as well as spelling out what to do and how to do it" (Armstrong, 2003). There are rules in the work place and majority is however tailored to meet the particular requirement of the organization in which they

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apply. The most important issue is that, 'rules should be clear, readily understood and sufficient to cover all obvious and usual disciplinary matters"(p. 871). In this case, it becomes easier for people to remember them and to comply with them. To make disciplinary actions conform to acknowledged standards, employees should have ready access to the GES rules. (Poole & Warner, 2001, p. 502). They also classified employee behaviors that call for discipline into six categories:

1. Negligence: This is seen as a failure of an employee to do the job properly even though the one is capable of doing it. Here we differentiate incompetence from negligence. This is because the incompetent employee is not able to do the job properly, yet not deliberately. Therefore, as an administrator if a work is not done well, you should find out whether it is as a result of negligence or incompetence.

2. Unreliability: This is where the worker fails to attend to work as required, such as being late or absent.

3. Insubordination. This is refusing to obey an instruction or deliberate disrespect to some one in a position of authority.

4. Interfering with the rights of others: This covers a range of behaviour that is deemed socially unacceptable. For instance fighting at the work place, sexual harassment and so on.

5. Theft is unacceptable. Theft should be supported with very explicit rules as "stealing" a company's property. These may

include telephone calls, unauthorized private use of stationery and

6. The employee should adhere to safety rules to avoid hazards (Klingner, 1980).

In the context of the GES, its *Code of Conduct* among other things states that:

1. An employee shall not fail to carry out his or her work in accordance with his/her profession, trade or occupation or in a manner determined by the employer.

2. An employee whose work performance is proven through staff appraisal to be below the set standard shall be warned and given all the necessary encouragement by indicating to him or her improvement he/she required to make within reasonable time frame.

3. Any negligence on the part of an employee which causes unacceptable loss, damage or injury shall be a breach of conduct of service.(GES Unified Code of Conduct 2005, p.13)

These provisions clearly indicate that, there are established rules within the GES and whatever goes on at the district education directorates must conform to them to bring law and order at district education directorates.

Enforcing the Disciplinary Rules

In the words of De Cenzo and Robbins (1996) "the term discipline refers to a condition in the organization where employees conduct themselves In accordance with the organization's rules and standards of acceptable

behaviour", (p. 133). They added that, "in most cases, the employees discipline themselves and by this it means that members conform to what is considered proper behaviour which they believe is the right thing to do" (p. 133). If, on the other hand, these workers who are said to be showing self discipline turn to be doing different things, it then means that the rules of the organization should be applied. This does not mean witch hunting as some workers may take it to be but rather a way of making sure that there is a good working environment where law and order prevails. In the same way when the public and teachers in particular complain, it is proper therefore for management to actually make sure whoever is named as doing what is in contradiction to the GES code of conduct is given the appropriate sanctions.

Regarding the enforcement of discipline, Shertzer and Stone (1976) indicated that, "disciplinary process stress the fact that misbehaving individuals needs to learn to understand and accept emotionally the necessity of wisdom of authority as it affects responsible self-direction in society", (p. 393). From this point, the authority that controls the work behaviour is the laid down rules of that establishment. This is because, it is the obligation of even the supervisors and their managers to obey the rules of the establishment. The misbehaving worker should also be made to understand such authority and follow the rules of the establishment. In enforcing the rules, according to Hannagan (2005), decisions have to be taken more and more quickly, decisions have to be taken more and more often. To maximize involvement, teachers or other administrators are brought into the process as early as

possible. This can be done through employee hand book and notice board. This will foster adherence to the rules.

Rue and Byars (2001, p.246) also gave other reasons for enforcing discipline on their employees if they falsify company records, misconduct during strike, moonlighting (secretly leaving work to have a second job whilst expected to be at post), competing with employer (conflict of interest) and so on. These show the extent to which a worker has to operate in conformity with the desires of the organisation. Contrary to the laid down rules, management has the right to enforce the laws that guide GES staff if they are caught violating any of these rules. It is believed that, other workers learn from the action taken against a colleague(s) and hence attend to their duty as responsible person(s). One may be tempted to ask if the GES is similar to a commercial organization. I see the human resource practices in organizations other than the GES as being similar except for the profit making nature which does not exist in the GES. This is because, the GES concentrates on the human resource development the outcome of which is not immediately felt; but the workers perform similar functions.

From the GES Unified Code of Conduct "a code of conduct should not be viewed primarily as means of imposing sanctions but also designed to emphasize and encourage improvements in individual" (GES, 2005, Sect., Part 1: 1). Any attempt to take any disciplinary action should reflect the kind of disorder that necessitated such action. It should make the worker realizes the kind of mistake that has been committed and the necessary check that has to be

applied.

Furthermore, Klingner (1980) saw the situation that, "in order to control organizational productivity and rewards, personnel managers must have the authority to dismiss low-productivity employees upon the supervisors' recommendations" (p. 396). It is an acceptable fact that if a worker does not perform to expectation, in most cases the worker is sanctioned, thus enforcing discipline.

In order to have firm grip of the organization by management, Wayne (1993, p. 512-513) explained that, "discipline is indispensable to management control". He contended that, "ideally it should serve as corrective mechanism to prevent serious harm to the organization"(p. 513). He further suggested that, "in applying discipline may alert the marginal employee to his or her low performance and result in a change in behaviour"(p. 513). Any step taken towards bringing employees to work within rule-governed environment is not intended to punish the deviant unnecessarily, but rather as wake up call for the person to turn a new leave. This could be discussed among management and affected staff members. According to Vroom and Yetton (1973) if leaders resorted to discussing problems individually with staff members, the understanding of full range of alternatives will not likely be realized.

A penalty given to an employee should be appropriate and if a key employee who is a persistent late comer or an absentee is suspended, the disciplinary action to some extent is inappropriate. This is because, until replacement is possible, the organization may lose more than the employee.

Moreover, it reinforces the offence. A disciplinary action that would seriously affect the organization negatively should be taken with caution.

In the GES, there are rules and regulations for its members. The Ghana Education Service (GES) Unified Code of Conduct for the personnel of the service has among others the following with regard to working and closing times.

1. An employee shall report for duty regularly and punctuality as determined by the employer.

2. An employee is required to close from work at a time determined by the employer.

Concerning the performance of duty, the GES Unified Code of Conduct states that, an employee shall not fail to carry out his or her work in accordance with his/her profession. Section (5) under this also states that "Any negligence on the part of an employee, which causes unacceptable loss, damage, or injury, shall be a breach of contract of service" (p.17). In most cases, when all attempts to address the situation have failed, it is then suggested that the contract needs to be terminated by management. Dismissal is the termination of employee's contract with or without notice by reason of employee's behaviour or conduct which was such that he or she could not be expected to carry on (Armstrong, 2003).

Situations relating to work ethics can be addressed by referring to code of ethics of the organization. Taken into consideration what the work ethics require would be a good step to address an identified work-related disciplinary

problem. As Rue and Byars (2001) explained, "a code of ethics typically addresses such topics as ethical standards, questionable payments, meals, gift, purchasing policies and employee involvement in political campaigns and non-corporate political activities" (p. 67). By indication, the ethical codes of the organization could be revoked if any worker falls within the stated areas stipulated within the organization's code. In such situation, these codes are made clear to employment at all time. There is also the need to reflect on the reasons for the behaviours.

To Armstrong (2003, p. 766), "an ethical approach will be based on high-commitment and high-involvement policies". He opined that, "the commitment will be mutual and the arrangements for involvement will be genuine, i.e. management will be prepared not only to listen but to act on the views expressed by employees or at least, if they cannot take action, the reason why will be explained"(, p. 766). Porter, Steers, Mouday and Boulian (1974) indicated that commitment implies individual's relative strength identified with his involvement in an organization. On his part Walton (1986b) suggested that individual should not just maintain their effort to upgrade but rather it is expected as their responsibilities to change as conditions also changes. An employee's commitment to duty will depend on how they are involved in the policy framework of the organization. To this, it is believed that they have committed themselves by knowing what is expected of them. This can help address the work-related disciplinary problems.

To Noe *et al* "for situations in which misbehavior is dangerous, the

organization may establish a stricter policy, even terminating an employee for the first offence" (p. 316). There may be situation where nothing can be done looking at the magnitude of the offence, it advisable therefore to send out the employee in order to maintain what the situation used to be.

Similarly, the GES Unified Code of Conduct indicates various penalties for various offences including dismissal. Part five of the codes classified penalties into minor and major misconducts. Category 'A' penalty for minor misconduct: recommends "warning or reprimand, forfeiture of pay suspension with pay for a period not more than one month" (p. 12). It also includes "suspension without pay for a period not exceeding three months, stoppage of salary increment for the year and disciplinary transfer" (GES Unified Code of Conduct, (2005, p. 12).

Any of the above penalties may be imposed on an employee for any of the minor of major misconduct, the disciplinary authority may consider appropriate and desirable in any particular case. It is also important to note that the effect of a disciplinary action may not be accepted as a rightful action against the worker. For this reason, De Cenzo and Robins (1996, p. 115) explained that,

> The impact of disciplinary action will be reduced as the time
> between the infraction and the penalty's implementation
> lengthens. The more quickly the discipline follows the
> offense, the more likely the employee will associate the
> discipline rather than the manager imposing the discipline.

In most cases workers find management actions against them in terms of discipline as a ploy to get them off their job and also claim that, management does not like the. Prompt intervention to disciplinary issues will help in handling such problem without many questions.

Managing Disciplinary Challenges in District Education Office

From the view point of smartmanagers (p.1) "Addressing disciplinary issues is a reality to most managers". The source added that:

The objectives of discipline are vital and non-controversial:

to promote the health and safety of all employees; protect

company property; ensure steady production; conform to

legal requirements; and create a pleasant working

environment. But basic philosophies and methods for

achieving these goals are two distinctly different things, and

it is usually at the implementation phase that problems can

arise.

In this instance, there seem to be a strong desire for managers to have a workforce which would not resist any enforcement of disciplinary action since the objectives among other things is to "create pleasant working environment". (smartmanagers.com*;* p. 1)

To be able to manage disciplinary challenges, Noe , John, Barry and Patrick (2004, p. 316) wrote that, "the principle of justice suggest that the organization prepare for problems by establishing a formal disciplinary process in which the consequences becomes more serious if the employee repeats the

offense". Management's readiness for disciplinary problems would be a strong tool to resist the occurrence of further cases. Management should however, know that there are legal statutes to safeguard the individual employee against unreasonably management action on dismissal. In some cases, dismissals have to be tested at the court. Hence, dismissals can be over-turned if they lack adequate justifications. For instance, in the Labour Act, 2003 (ACT 651 Part viii, Section 63), it is stated that "the employment of a worker shall not be unfairly terminated by the worker's employer". Managers should not also take pleasure in punishing employees. This can even taint the image of the organization. They can also lose key employees, which can cost the organization dearly. Hence disciplinary actions especially dismissal should be the last step in supervising employees. It is important to note that, "managers of today's organization must provide positive leadership toward the goal of equal employment opportunity just as they provide positive leadership in achieving all other goals" (Rue & Byars 2001, p. 247).

On the part of Nankervis, Compton and McCarthy (1999, p. 423) "supervisors should attempt to use a problem-solving, positive approach to discipline, aiming to uncover the reason for the offence or behavioural problem, and to device appropriate solutions". They added that "failure to confront the problem at an early stage may lead its aggravation" and that "delays in taking such action make it more difficult to justify and may encourage other employees to feel that such behaviours are acceptable". In terms of their failure Foucault (1979) stated that "middle level supervisors

often connive in this because they both want to keep the trust of the workers and have to be seen to be doing a good job when they themselves are inspected by supervisor" (p. 301). It is suggested in the statement that management should rather think of finding solution to disciplinary problem than given punishment arbitrary. Also disciplinary problems should be given quick attention to eradicate the impression by other employees that, a behavioural action by a colleague is acceptable at the workplace.

To curb the acts of indiscipline, the GES Unified Code of Conduct (2005) has made provisions to ward off misconduct, degenerating into worse forms. One of such steps is counseling employees. After the counseling, the employee's performance should be monitored. If performance remains unsatisfactory, it is then up to the organization to take the next action. To Kane (1996) performance shows what a person leaves behind and which can be verified. On the other hand, if an employee requests for a help, it is the responsibility of the organization to give such assistance. In addition Management can employ surveillance as one of the tools to curb those acts of indiscipline at the DEOs. On this, Foucault, (1979) maintained that surveillance is important in modem organizations because of their strong reliance on discipline - the coordinated regulation of people's behaviour" (p. 301).

In another way, Management dealing with disciplinary problems should make sure that their actions will promote a respectful relationship between management and employees. Gareth *et al* (2002) indicated that,

"discipline results in respectful relations between organization members and reflects the quality of organization's leadership and the manager's ability to act fairly and equitably", (p. 5l). If the worker understands the stand point of management, they may readily accept and carry on with what is expected of them. Without laxity or compulsion, the worker will relate the assigned duty to the desire of management and the expectation of the organization. This will facilitate the management of disciplinary challenges.

Attitude of managers as well as their value systems also plays a vital role in the way they attend to disciplinary problems at the work place. Gareth *et al* (2002) again added that, "all in all, managers' value systems signify what managers as individuals are trying to accomplish and be like in their personal lives and at work. Thus managers' value systems a fundamental guide to their behaviour and efforts at planning, leading, organizing and controlling" (p.399). Managers' responsibility of overseeing the workers movement with regards to their attitude and behaviour depends on the management style, their attitude and also their value system.

In addition, Klingner (1980, p.386-387) said, "Counseling is the pnmary responsibility of the first -line supervisor". He maintained however that

> the public personnel manager needs to be familiar with
> counseling objectives and techniques not only because
> supervisors frequently consult a personnel manager about
> how to approach unproductive employees but also because

they often refer employees to the personnel office for counseling.

This implies that, the process of counseling should be properly followed in managing disciplinary challenges. It should be done in such a way that its impact is felt within the context and the specific direction it was carried out. It should be noted that, not every disciplinary action is aimed at punishing the offender. It could also be used for corrective purposes.

Another way of managing disciplinary issues is to help the employee to provide some sort of extra training, (Poole & Warner, 2001). Afterwards, feedback on performance should be provided to the employer. Some employees who are also struggling with psychological problems, alcoholism or drug addiction should be given special attention, if they are not recalcitrant. In another consideration Klingner (1980) noted it that "Grievance and appeal systems constitute that part of the psychological contract between the employee and the organization which attempts to achieve equity in the relationship" (p. 383). He retreated that the "equity is of two forms, substantive and procedural". In substantive equity the concern is on the justice of organizational rewards or sanctions in comparison with employee contribution. He added that, "the procedural equity however refers to the existence of adequate impartial mechanisms for ensuring substantive equity" (p. 383). The psychological build up indicates the strength at which employees seek a redress on issue which they feels dissatisfied. The mind set is usually unstable due to how uncertain the workers may be on how to present their case.

In fact employers are required to compensate employees for the requisite work done. In the legal environment, where it becomes explicit that an employee have been unjustifiably discriminated against, there are basis for the worker to seek redress. Two issues are however important to legitimize employees' appeal. These are:

1. The sort of grievance procedure embedded III employment practices

2. Laws and regulations governing employment practices:

Thus, Part xii Section 98 of the Labour Act, 2003 (ACT 651) has this to say on the Contents of Collective Agreement that

"without prejudice to the other provisions of this Act and subject to any agreement between the parties, a collective agreement may include provisions on the following matters":

a. The class or category of workers to which it relates,

b. the conditions of work, including the hours of work, rest period, meal breaks, annual leave, occupational health and safety measures,

d. the remuneration and the method of calculating the remuneration of the workers, the period of probation and conditions of probation, the period of notice of termination of employment, transfer and discipline. It also include,

e. the procedures for the avoidance and settlement of disputes arising out of the interpretation application and administration

of the agreement,

f. the principles for matching remuneration with productivity, and the essential services within the establishment. Source: (Labour Act, 2003 (Act 651) Part xii Section 98).

Since disciplinary challenges exist, and in this case as a work-related issue, it is also possible for workers to have become affected in one way or the other. It is therefore imperative to provide a platform for workers to present their case in a manner that may not disturb the organization and this is done through grievance procedures. Grievance procedures spell out the policy on handling grievances and the approach to dealing with them. According to Armstrong (2003, p. 872), the organization should have a formal grievance policy which states that employees should:

be given a fair hearing by their immediate supervisor or manager concerning any grievances they may wish to raise, have the right to appeal to a more senior also have the right to be accompanied by a fellow employee of their own choice, manager against a decision made by their immediate supervisor or manager and when raising a grievance or appealing against a decision.

In a question one may ask how many of the teachers and workers at the GES offices are aware of such provision as in the unified code of conduct of GES.

Klingner (1980) recommended some steps among others in grievance procedures. First among the recommendation is informal counseling which has

to do with the aggrieved employee meeting and discussing his or her grievance with his or her supervisor. Thus, the employee raises the matter with his or her immediate leader. The employee can also file a formal grievance. If the employee is not satisfied with the informal counseling, the aggrieved employee should be urged to file a formal grievance. The aim here is to initiate a permanent record keeping, to protect the employee against loss of appeal rights if these are subject to time limits. Consultation between the personnel manager and the supervisor also follows. The personnel manager consults with the employee's supervisor to verify facts presented on the grievance. At this stage, if the personnel manager and the supervisor are unable to agree on a solution which meets the employee's expectations and the matter is still unsettled, appeals can be made to civil right commissions or even test the case at the court. The next step is if the matter is still unsettled, appeals can be made to civil right commissions or even tests the case at the court. It is important here to note that, although the main subject under study concerns with disciplinary challenges, it is very important to add little of the other of the issue that relates to the subject under discussion.

The aim of all these procedures is to manage the grievance as effectively as possible to its point of origin for all the above to work successfully for the employee at the district education service and the entire GES. It said that when workers are made to work with lots of issues affecting them which may build a psychological barrier to effective dispensation of duty, they have every right to express what is actually worrying them. The idea

here is that, teachers who may feel bad at the treatment received at the office can as well send their case to management through the laid down procedures.

Therefore, for a worker to win a case, all these should be considered. As with disciplinary actions, grievances represent the last resort in a chain of efforts to communicate with management. Whether it is the employer or the employee, each should be conversant with the contents of collective agreement. This would help each not to rush to take unnecessary action. It is therefore important for the GES worker or employer to know the contents of the collective agreement stated in the Labour Act 2003 (ACT 651). Examples of areas where workers are often aggrieved and demand equity are wages and salaries, pension, health and safety, discrimination, hiring, firing, privileges. There are also elements of appeal systems stated in the GES Unified Code of Conduct. Part viii of the code makes provision for an appeal system. In this respect, if workers are denied some of these or all them, attitude to duty will change and will lead to work-related disciplinary problems.

On the part of Kandola and Fullerton (1994) they suggested that, the workforce can be managed through diversity. They stated that 'the basic concept of managing diversity accepts that the workforce consists of diverse population of people'. They added that 'the diversity consists of visible and non-visible which will include sex, age, background, race, disability, personality and workstyle'. It could be observed that, all of these can be found within GES. They added further that 'the premise that harnessing these differences will create a productive environment in which everybody feels

valued, where their talents are being fully utilized, and in which organizational goals are met'(p. 19). It is believed therefore that, if an employee feels valued among other members of the workforce, the fellow will follow the rules of the organization thereby reducing indiscipline at the workplace.

In the words of Kanter (1997, p. 57), 'managers means managing an entire context' and that 'if you strip out one element and apply one methodology, it won't work'. On his part, Parker (1994) indicated that 'managing means leading, making things happen through people: for that is relevant to all levels of management, not just the top management' (p. 5). This indicates that, it would not be the best to concentrate on management of some aspects of the organization without touching on disciplinary issues at the workplace.

Furthermore, Nixon, Pitts and Smith (1991) indicated that human resource planning which is effective and, which includes procedures for recruitment and selection is a requirement for every organization as a whole. However, Moorcroft (2000) indicated that some principles of management are still important, yet it would be necessary to apply new set of principles to address the numerous management problems awaiting them.

Management has the responsibility of seeing to the attainment of objectives of an organization without compromising discipline. In this regard, Naylor (2004) opined that 'management is the process of achieving organizational objectives, within a changing environment, by balancing efficiency, effectiveness and equity' and by 'obtaining the most from limited

resources, and working with, and through people' (p. 7). Efficiency and effectiveness can not be achieved by management in any organization which has a problem of managing workplace indiscipline. Yet management continue to face the challenges of workplace indiscipline. This was indicated by Drummond (2000) that 'the fundamental problem of management is that individual objectives differ'. He added that 'whereas the organization may be interested in maximizing and minimizing cost, the individual employee may have other priorities' (p. 40). On his part, Crainer (1998, p. xi.) stressed that 'management is active, not theoretical'. According to him, 'it is about changing behaviour and making things happen'. The need for change in behaviour by employees who may be regarded as exhibiting behaviours which does not fall in line with that of organization is very necessary in managing disciplinary challenges at the workplace.

According to Tam (1995) 'time has come for us to recognize that the only sustainable form of "good" management is that which takes into account the full range of responsibilities which underpin organisational success' (p. 16). This implies that, management should not ignore the fact that indiscipline would undermine the success of their organization.

One aspect of managing workplace indiscipline is for management to encourage employees to learn about the organization. Relating to this, Senge (1990) suggested that management should focus on solving problems collectively within the organization with team learning approach. In this case, causes of the problems including workplace indiscipline could be considered

and dealt with accordingly.

On the part of Garratt (1990) he noted that learning abilities should be one of the top priorities of managers to deal with problems of their organization through job enrichment and monitoring. Scarborough and Carter (2000) also indicated that when management, in the pursuit their duty, do well in translating their knowledge in management and organisational learning, it can therefore be identified with the organization. On her part, Harrison (2000) indicated that, there is an assumption on organisational learning being synonymous, but they are not.   In carrying such task, Schuller (2000) suggested that management should use persuasive approach and apply their knowledge and skill in all aspects of their duties. However, Wenger & Snyder (2000) were of the opinion that, management has a duty of developing employees in a manner of community practice where employees would discuss their experiences and shared problems. This will minimize the occurrences of workplace indiscipline. In a related issue Purcell, Kinnie, Hutchinson, Rayton and Swart (2003) indicated that, effective management of people brings about some benefits which are difficult to imitate. They also mention that effective management encourage organisational learning as well as maintaining some specific culture and values that bind the organization. Such practices will therefore minimize the occurrences of workplace indiscipline.

Armstrong and Baron (2002) suggested that, management should tune in the key issues of the organisation and attach them to the intentions of the

oganisation. According to them, it builds employee involvement and desire to work without compulsion and also void of indiscipline. Furthermore, Boxall and Purcell (2003) placed emphasis on using dialogue to manage people through which the intentions of the organization could be established.

Effective communication has been identified as another way of managing disciplinary challenges at the workplace. O'Reilly and Pondy (1997) explained that, communicating is to share information between or among individuals for a common understanding. According to Gareth *et al* (2000) 'ineffective communication is detrimental for managers, workers, and the organisation'. They added that 'it can lead to poor performance, strained interpersonal relations, poor service and dissatisfied customers' (p. 537). Neale and Bazerman (1991) suggested that management in their quest for information should be good listeners of the other parties and ask detail questions about the position of their employees. In a related development, Conger (1991) indicated that one cannot become a good leader without effective communication. Fairhurst and Sarr (1996) added that leaders who employ effective communicative approach establish a common sense of belongingness which enable employees to act collectively to achieve the desired goals of the organization.

Staff development is one of the most significant roles of a management. This has been emphasized by Adesina (1990), who indicated that management or leaders are expected to recognize staff performance needs and ensure that, staff needs are met by putting in place programmes that

would improve the qualitative contributions of staff towards the goals of the organisation. On the part of, Rebore (1982), the following benefits may be derived from a staff development programmes. They include updating skills and knowledge in the area of specialization of the worker and keeping abreast of societal demands and if management concentrate on staff development, it may reduce the occurrences of work-related disciplinary issues confronting them the DEO.

Discussing some of the management challenges, Drucker (1989) stated that "management's concern and management's responsibility are everything that affects the performance of the institution, and its results – whether inside or outside, whether under the institution's control or totally beyond it" (p. 377). It is believed that if management apply their professional knowledge and skills in handling issues concerning indiscipline at the workplace, it occurrences will be minimal if not totally eradicated.

In managing discipline management should make room for affected workers to present their case in the form of an appeal through the formal procedure. It must among other things be in writing and should be routed through the person who made the decision which is the subject of the appeal to the appropriate person or authority within 30 days of the decision which is the subject of the appeal. It must also state the grounds for making the appeal. (GES, pp. 1-8).

The forgoing discussion implies that members of staff who think they have a problem with any aspect of administration at the GES district offices

should follow the proper appeal procedure to address the situation. If they are' not satisfied with an earlier action taken on their report, they should make an appeal. The matter should be within the confines of the code of conduct of the GES such that management action on their behaviour which might have necessitated the appeal should not be a resistance for their case to be heard.

Summary of Literature Review

The review of literature has touched on what is pertaining with regard to management of disciplinary challenges. It confirms the important role a proper management of disciplinary challenges plays in an organization to bring about efficiency at the GES district offices. It also tries to suggest the need for a reflective and diagnostic nature of management to be able to identify these challenges and to deal with them. The literature also explored other issue of management's readiness to deal with disciplinary challenges by following the rules themselves in an acceptable manner. The underlying factor here is whether management at GES district offices in the Eastern Region are applying these suggested channels. This is basically what the study found out.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the procedures for conducting the study. The chapter therefore describes the research design, the population, the sample and sampling procedures, research instrument used for data collection as well how the information gathered will be analyzed.

Research Design

The study is of a descriptive nature and involves management of disciplinary challenges in district education offices. As indicated by Fraenkel and Warren (2000), the descriptive survey allows the use of the same questions which have been designed in. written questionnaires. This type of questionnaires can apply to many respondents. The study identified and described disciplinary challenges, conformity of disciplinary action to acceptable standards of the GES code of conduct, enforcing disciplinary rules and managing disciplinary challenges in GES to achieve efficiency. The design was adopted because it is a type that helps in applying skills in critical thinking in a study to investigate an existing situation. To Gay (1987) it "involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study" (p.189). Sample survey allows the researcher to draw samples out of a population of interest and make a

generalization upon the responses from the respondent. It also helps to develop theories and hypothesis which can analytically be tested later.

Another reason is the consideration given to the purpose of the research in relation to the type of questions used for the information needed. According to Polit and Hangler (1995) the design, principally aims at describing, observing and documenting naturally the aspect of the situation as they occur but not just explaining them. I therefore felt that adopting the descriptive study would enable me to arrive at acceptable findings.

On the other hand, there are some weaknesses of the descriptive survey. As indicated by Amedahe (2005), that, they are susceptible or easily influenced to distortions through the introduction of biases in the measuring instrument. The statement continued that, errors due to the use of questionnaires or interviews can distort a research finding. In addition, it is difficult to obtain a truly random sample of population and also, the design suffers from low response rate (Hackett, 1981). On his part, Jefferies (1999) stated that, "the design requires a skilled interviewer" (p.3). In a similar way, Fraenkel and Wallen (2000) held the view that the descriptive survey has some difficulties when using it in the sense that, questions to be answered must be clear but not misleading. They explained that, there could be a significant variation in the survey results depending on how the questions would be structured. This implies that the findings of the study could not be easily determined without facing some challenges in the analysis of the results to arrive at generalization. Irrespective of the weakness identified, I will not compromise my interest in

adopting the design with the quality of work, with regard to the analysis of the results.

Population

The population for this study is made up of all district/municipal/metropolitan directors of education in Eastern Region of Ghana, all the 4 frontline officers (heads of various sections) at the district education offices, all other members of staff at the district education office and all teachers in the region. The region has been divided into different demo graphical status and for the purpose of this research, I put the districts into two main groupings, the urban and rural districts. This consideration was based on how close or scattered the schools are located within a named district in a geographical sense as well as the accessibility of the GES offices in the districts. Although, three new districts has been created in addition, these new districts were not part of the population

Sample and Sampling Procedures

The sample for the study comprised 5 education directors in the rural districts and 5 education directors in urban districts which add up to 10 district directors. In addition, 4 frontline officers and10 workers were chosen from the selected educational directorate while 40 teachers were selected from each district. The sample size was considered with regard to the teacher and staff population of the GES in the region which stands at 21,574 (EMIS Education Profile, 2006/2007). The 10 districts were randomly chosen and had a teacher population of 12,143 representing 56.28% of the total population. The total

staff population of workers at the education directorate in the region was 967 out of which 485, representing 50.15% of the total population was considered for the study. A stratified sampling and table of random numbers was employed in the selection of the sample.

Table 1 shows a distribution of the population by the various districts

Table 1: Distribution of the Population by District and Category

District	Category	Teacher population
Asuogyaman	Rural	844
Atiwa	Rural	904
Birim North	Rural	1234
Fanteakwa	Rural	1208
Yilo Krobo	Rural	987
Birim central	Urban	1708
New Juabeng	Urban	1195
Kwahu South	Urban	1439
Akuapim North	Urban	1657
Kwahu North	Urban	967
Total		12,143

Source: Education Management Information System, (EMIS 2006/2007) Profile.

Table 2 shows the distribution of the sample by category

Table 2: Distribution of Sample by Category

District	Category	Staff Population
Asuogyaman	Rural	46
Atiwa	Rural	45
Birim North	Rural	50
Fanteakwa	Rural	46
Yilo Krobo	Rural	45
Birim Central	Urban	59
New Juabeng	Urban	49
Kwahu South	Urban	43
Akuapim North	Urban	53
KwahuNorth	Urban	49

Source: Education Management Information System, (EMIS 2006/2007) Profile.

Stratified sampling was used for the selection of staff in the district education offices. This involved the grouping of the districts into urban and rural districts. Out of the named districts under each of the groups, 5 were randomly selected from the urban districts while another 5 districts were also selected for the rural districts.

Again purposive sampling technique was used in the selection of district directors, frontline officers and the workers at the education offices. A

random sampling technique that is a table of random numbers was used to select the schools for the study, taking into consideration the location of the schools. This was done by collecting the list of all the schools in a particular educational district and selecting the schools randomly by ticking against the names of schools out of the list provided. On the part of teachers, purposive sampling technique was used to select them for the study. This was also done by going through the list of teachers from the selected schools and selecting them on their experience and number of years a teacher has been at post in that particular education district, that is 3years and above was considered appropriate for the study. In addition the decision was based on Sarantakos (1997) assertion that the purposive sampling, which is a non-probability sampling technique offered the chance for the study to look for identified audience, who by virtue of their characteristics where privy to vital information of relevance or whose expertise or experience were related to the purpose of the study. All the district directors in the selected districts were selected for interview while 40 teachers were purposively selected from each district.

Data Collection Instrument

An interview guide was designed for the purpose of collecting data from the district directors on the existing disciplinary challenges and how they are managed at the district education offices. The choice of the instrument was based on the fact that, it would not restrict the respondents in giving responses to the questions they will be asked. The interview guide for the district

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directors consisted of 12 mixed items (probing and open ended questions) and electronic cassette recorder was be used to record the responses of the interview. The instrument found out issues concerning the workers knowledge about the GES code of conduct and its application at the district offices. It also sought information on how the directors were able to identify problems with regard to work-related discipline and its effect on both teachers and the GES. Information was also elicited on how these challenges were managed by the directors.

A 13 item questionnaire was used to elicit information from the frontline officers. The instrument was designed to identify behaviour and attitudes of the workers at the offices, the kind of complaints teachers usually make against the workers, the actions that are taken on those issues and how the action conform to the accepted standards set in the GES code of conduct.

An 12 item questionnaire was also constructed for other members of staff and the instrument looked at the attitude of the workers at the offices, their behaviour towards the teachers, and their individual observation about their peers which relate to work-related discipline and their knowledge about the GES code of conduct at the offices.

A 12 item questionnaire was also designed to be used for teachers involved in the study. The instrument investigated teachers' perceptions of district education office workers, how the workers addressed the teachers needs when they visited the office, the kind of difficulties they encountered in attempt to solve a problem relating to their personal life or work and if they

have reported any of the workers to the appropriate authorities for a redress when they meet any challenges.

Observation

A three-day observation was carried out at the Akuapem South district office by the researcher to have closer look of the influx of teachers to the office and the workers' attitudes to their work in relation to the concerns teachers raise about the workers at the office. The observation was aimed at taking notes on the work ethic at the DEOs with regard to work-related disciplinary issues. It enabled me to confirm or debunk the allegation made by teachers concerning the behaviour of district education office workers.

There were various revelations as to influx of teachers and how some of them presented their problems, attitude of some of the teachers in relation to how they wanted to be attended to as well as their utterances.

Pre-testing of Instrument

To test for the validity and reliability of the instrument for data collection, the researcher carried out validity testing; that is content validity and context validity in the Akuapim South District. To this, the researcher sought the view of three lecturers who are thesis supervisors on the validity of the instrument.

The content validity has to do with examining content of the instrument being used for the study. This is to allow the respondents to express their view on the content of the study. The other has to do with dwelling on the context of the study to elicit the view of respondents on the study There are

similarities in the geographical characteristics of selected districts and the type of schools. An example is the rainfall pattern, road network, the foliage and school structures. The researcher used the random sampling technique for the selection of the schools. That is, the schools were randomly picked for the pre-testing. The selection of the teachers was purposively done based on the number of years they have been in the district and might have visited the GES district office several times.

The researcher personally administered the questionnaires to all respondent -teachers, frontline officers and district directors. It is believed that, the application of the validity test approach facilitated the reconstruction of the instrument since some lapses were detected afterwards. The validity test brought my attention to those lapses in the instrument and led to a modification of the instrument for the main study conducted.

Data Collection Procedure

With an introductory note from the Institute for Educational Planning and Administration, I visited the selected district offices and schools to inform them of what I intended doing at those places. I negotiated access to the district offices by having the district authorities agree on date when I could go back to the selected districts for three-day observation and personally interview the district director at the selected places.

. Questionnaires were used to collect data from three categories of respondents targeted for the study. They comprised the heads of various sections - the frontline officers, workers at the District Education Office (DEO)

- both professional and non-professional teachers and teachers. A three day observation and an interview were also conducted. The interview became necessary following the trend of responses recorded on the part of teachers, frontline officers and the district directors after the instruments were administered. The interview was intended to allow clarity in the presentation and discussion of the results. In addition, the results of the observation helped me to appreciate the situation about the influx of teachers and their interactions with the workers at the DEO.

A 12-item questionnaire was administered to the 10 selected district directors of education. The 12 item questionnaire which was constructed by me, was structured in line with the research questions and was of the open ended type which allowed the respondents to give out what they thought was appropriate. The second categories of respondents were the heads of various sections at the district education office. In all, 40 questionnaires of 15 item questionnaire were administered to the frontline officers from each of the selected districts. They were made up of 4 officers from each of the selected districts and it contains both open ended and close ended type of questionnaire.

The next categories were workers at the district education offices and they comprised both professional teachers and non-teachers. They were also supplied with 12 item open ended questionnaire with 15 workers selected from each districts office. The other category was teachers and 40 of them were selected from each of the ten districts to complete the 13 item open-ended questionnaire

The researcher achieved 94 % (376 out of 400) return rate for questionnaires administered to teachers, 80 % (8 out 10) for district directors of education, 88% (132 out of 150) for the staff at the GES and 80 % (32 out of 40) for the frontline officers (heads of the various sections at the district education office). Although data was collected from different selected districts within the region, the analysis and discussion was based on all data collected throughout the selected districts. This gives a picture which does not rely on specific districts but rather all the selected districts.

Data Analysis

Information gathered on disciplinary challenges at the GES district offices were compiled through careful collation of data. The data were then analyzed and summarized in tables. Responses to all the research questions which were gathered through the questionnaires and interviews were carefully compared for purpose of triangulation of facts. All the district directors in the selected districts were selected for interview. Care was taken to identify bias and double standards on the part of the respondents. I carefully constructed the instrument to handle each specific research question to make sure of clarity in the analyses and presentation of the study.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter reports the results of data from the observation, interviews and questionnaires on management of disciplinary challenges at the district education offices in the Eastern Region of Ghana.

Another important aspect of the analysis was how the selected population was also put into two groups, the urban and rural districts. This was not based on the demo graphical considerations but rather on the idea of how scattered with considerable distance from teachers' place of work or how close are their places of work from the district education offices. This idea was also informed by the fact that, teachers are not allowed to visit the district offices during contact hours.

In the presentation, analyses of responses from two categories of the sample (the frontline officers and district directors of education) were considered to be similar. This is because these two categories of sample constitute management at the district education offices.

Issues that came out of the findings brought to bare numerous insights, very important in the life of the teachers concerning their work on one hand and that of the GES on the .other hand. These include the distance from their

place of work to the district education (DEO) office, time teachers are allowed to visit the district office, issues that send teachers to the office, the period it takes to serve the teacher, the challenges they encounter and how their needs are met during a visit or several visits.

Analysis of Responses by Teachers

Access to the District Education Office

The study was interested in how accessible the DEO was to the teacher. Table 3 indicates the distances teachers cover from their various stations to the DEO. They are mean values of short distances as well as longer distances indicated by respondents.

Table 3: Distances of Teachers' Place of Work from their various District Offices

Location	Mean Distance from place of work (Km)	
	Min.	Max.
Urban District	1.65	28.45
Rural District	2.19	127. 82

Responses gathered from Table 3 indicate on the average that teachers in the urban districts moved between 1.65 kilometers and 28.45 kilometers from their various place of work to their DEOs. Similarly, those in the rural districts on the average also traveled between 2.19 kilometers and 127.82 kilometers from their various stations to the DEOs. It shows how easy or difficult it was for teachers to reach their various DEO. In some districts, teachers have to do their journey in canoes and boats with its attendant risks. In an interview with those

who had to travel far distances to their various DEOs, it came out that, most of them were not able to return to their various stations. They explained that, it would be late for them to travel such distances back home, they have to stay with friends in the town for that period.

The 376 respondents also indicated the issues that sent them to the DEO. This has been put under various captions showing the number of respondents who indicated what, with their corresponding percentage values to give a clear picture of the values in Table 4.

Table 4: Issues that Sent Respondents to the DEO

Issues	No of responses	%
Salary related	95	25.3
Promotions	68	18
Release and transfer	41	10.9
Collection of school material	34	9
Attending interviews	33	8.9
Submission of school. Records	32	8.5
Submission of personal rec.	30	7.9
Lodging of complaints	22	5.9
Invitation by district director	21	5.6
Total	376	100

Responses gathered from Table 4 indicate that, 95 (25.26 %) out of 367 teachers visited the DEOs with issues concerning their salaries. The salary

related issues included deletion of teachers' name from the pay voucher, over deduction of teacher's salary, upgrading of teachers to their new ranks or grades and incomplete data on their pay slips. Responses gathered on this indicated that, salary related issues were the major reasons that sent teachers to their various DEOs.

From Table 4, some of the teachers also visited the DEO to process their documents for promotion or to check on how far the processing had reached. With regard to this, 68 (18.08 %) respondents indicated that they visited the DEO for that purpose. This implies that, the teacher was required to submit whatever details about their new grade or rank to the DEO for processing and for onward submission to the appropriate quarters.

In addition 41 (10.9 %) respondents indicated that, they were at the DEO to request for transfer or to obtain a release letter from their present educational unit to a different unit. According to data gathered it could be within the district, outside the district or even outside the region for various reasons. The reasons mentioned were to join their spouses, for a change of environment, feeling uncomfortable due to misunderstanding either between the teachers in question and the headteacher or among the entire staff.

It was also gathered from the table that, 33 (8.78 %) of respondents visited the DEO to attend interview either for promotion or to apply for a vacant position. It is a requirement of the GES staff especially professional teachers to pass through series of scrutiny before rising to a higher rank or for appointment to an established post within the service. Another 32 (8.51 %)

respondents indicated that they visited the DEO to submit school records as may be requested by the directorate. Most of them indicated that they were sent by their headteachers to the DEOs. In a similar situation, 30 (7.97 %) respondents stated that they were at the DEO to submit their personal records for the processing of documents. The data revealed further that in the case of documentation, they were required to submit personal records to the office to facilitate processing of same when the arise.

With regard to how they were received, out of the total number of 376 respondents, 174 (42 %) indicated that they were received nicely. By this a significant number of teachers had a nice reception from the workers in the district education office. In addition 202 (58%) also indicated non-cordial reception. The respondents added that they could not get any of the workers to assist them due to the fact that the schedule officer who was in charge of specific duty was absent. From the data it was observed that absenteeism on the part of the office workers run through the responses gathered. It was unclear what the cause was. As Torington, Hall and Taylor (2005, p.321) intimated that "the causes of absence are complex and interrelated and a process approach is generally agreed to be the most useful way of understanding absence behaviours". This could be a challenge to management because the needs of teacher tended not be given the needed attention. By indication not every teacher achieved the objective of their visit to the DEOs thus suggesting the noncordial reception that the complained about.

Furthermore, respondents indicated that, they spent between 25minutes

and 3 hours depending on what took them there, for either their needs to be met; or they had to visit the DEO another time. This suggest that teachers had to agree to stay for the length of period they have to spend at the DEO. They indicated that, spending between 25 minutes and Ihr.30 minutes would have been an ideal length of time in addition to the days' hectic schedule at their various schools.

Responding to what factors which posed greater challenge to them when they visited the offices with their issues, respondents gave varied views as indicated in Table 5.

Table 5: Major Factors that Posed Greater Challenge When Teachers Followed up on their Request at the DEOs

Factors	No. of responses	%
Illegal Financial demand by officials	112	29.8
Delay in attending to teachers	56	14.9
Rude behavior of officials	30	7.9
Loss/misplacement of documents	97	25.8
Delay in submission document to Accra	21	5.6
Sexual Advances	18	4.8
Supervision for promotion	42	11.2
Total	376	100

According to responses from Table 5, 112 (29.8 %) respondents mentioned financial demand as one of the factors that posed greater challenge to management at the DEO. By implication teachers had to part with something before proper attention would be given to their needs. This has been an issue of concern to teachers as it has become an accepted norm at the DEOs.

With reference to Table 5 another issue that was also stated was delay in attending to teachers when they visited the DEO with their problems. On this issue 56 (14.9%) indicated that they sometimes had to wait for a while because the schedule officer might be doing something different. This did not give a clear indication of how short or long the teacher stayed at DEO to receive attention in connection with his or her problem.

Furthermore, 97 (25.8 %) of the respondents indicated loss or misplacement of their documents after they had presented them to the DEO for processing. According to them, it might be a whole document or part of it. This shows the inconvenience suffered by those who came from far places. at the DEOs.

From the table, another 42 (11.2 %) respondents indicated supervising teachers' work for promotion. They indicated that, inspection for teachers work for promotion was mostly done during the last week of the term when teachers were either busily conducting their end of term examinations or when they are preparing the report cards. It sometimes becomes difficult organising a class for such important activity. They explained that in most of the village schools, some of the pupils did not come to school after examination. In another explanation, it was noted that, teachers often became confused

regarding what to teach at that material moment since they had completed their plan for the term. They added that, some of the officers openly demanded moneys for travel and transport (T &T) although they were there on official assignment.

Another 30 (7.9 %) responses were gathered on what they termed as rude behaviour of the workers towards teachers when they visited the DEO. According to the data some of the workers were impolite in dealing with the teachers when they tried to enquire from the workers progress on their request. They indicated that, the workers did not see any reason for a teacher to come to the office to disturb them on such matters.

On the issue of whether respondents were aware of any other colleague who encountered similar situations at the DEO, 264 (70.2 %) indicated yes as their responses while 112 (29.8%) of respondents indicated no. This shows that, many a teacher had gone through one form of ill treatment at DEO or the other and through discussion, these teachers indicated their displeasure about it.

In another development, respondents named some specific sections at the DEO where such incidents mostly occur. This is shown in table 6.

Table 6: Sections Where Such Corrupt Practices Often Occur

Section	No. of responses	%
Registry/typing pool	130	34.5
HRM/IPPD	104	27.7
Accounts	142	37.8
Total	376	100

The responses gathered from Table 6 show that, 130 (34.6 %) occur at the registry/typing pool. They explained that, all documents pass through this section for submission and collection. Respondents indicated that they, in most cases had to part with something for their records to be located, register their document for processing, retrieve a document or type a document. The practice by such workers contravenes the GES code which state that "no employee shall receive or give any bribe in the course of or in connection with his duty" (Part 4. 48), although both the giver and the receiver were guilty, the teacher had no other option than to give to have their problem.

Furthermore, the data revealed that, 142 (37.7%) respondents mentioned the accounts section as another place where such corrupt incidents mostly occur. Respondents explained that, anything that has to do with the teachers' salary must be accompanied with an "envelope". It was also gathered from the data that, teachers were sometimes asked to foot the transportation bill of the office worker from their various DEOs to Accra to enable the schedule officers send their documents. It has been established from the foregoing discussion that workers at other sections at the DEOs might have been involved in such practices. However, the corrupt practices were largely indulged in by those indicated by the respondents.

As to whether the affected teachers complained to any officer when they encountered such incidents, 102 (25.5%) indicated yes, they reported. From the findings, those who made a report or otherwise (102 respondents), 43 (42.2%) out of them had their needs met shortly after they had made their challenges known to the superior authorities at the DEO. This implies that management was not happy about such practices but because they usually

happened in the secret it was very difficult to get to know about them. The remaining 59 (57.8%) left the various offices as they indicated mistrust on the part of the superior officers at the DEO.

Another 298 (74.5%) respondents indicated that they did not report to any officer; they explained that, the other workers were the same people at the same office and if they had reported, they might have worsened their case. This category of respondents showed some mistrust in the workers and would not worry about making any report even to superior officers.

Table 7 shows responses gathered on how they described such circumstances.

Table 7: **Description of Challenges by Respondents**

Description of challenges	Respondents	%
Stressful	51	13.5
Frustrating	42	11.2
Discourage Teacher	95	25.3
Impede progress	42	11.2
Indiscipline	146	38.8
Total	376	100

From Table 7, 51 (13.5 %) respondents stated that, what they go through at the DEO is stressful. According to them going to teach for the whole day and to be met with such incidents bring about a lot of stress to them. Their responses indicated that, if a teacher had a salary related problem which required urgent attention but had to go through such ordeals, then it was very pathetic. They also explained the stressful nature of their plight had to do with

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visiting the office several times before their problems are addressed

In addition, 146 (38.82 %) indicated that, such attitudes depict an act of indiscipline on the part of the workers at the DEOs. They asserted that, those workers were there to serve the interests of the nation and their employers. They also have a duty to attend to anybody who visits the place and serve them well. If their actions and inactions turn to be what teachers bemoan, then they do not have a business being where they are.

Furthermore, 95 (25.26 %) respondents also indicated that, such challenges discouraged teachers in the performance of their duty. To them, for a teacher to travel from a particular place in the district to the DEO to be greeted with such attitude was discouraging. They added that what mostly discouraged them was leaving the DEO without a solution to their problems.

The data gathered again revealed that, 211 (56.11 %) described the workers attitude as a work-related discipline. They stated that, any other behaviour or attitude apart from what is required by established codes of the organization could be described as a work-related discipline. To them, what sometimes occurs is not different from how some of the pupils behave in their various schools. On the other hand, 165 (43.88 %) respondents stated that the attitude of the workers does not look like a work-related discipline.

When asked to suggest what could be done to create good image at the DEO in view of their numerous complaints, the following among other things were the analysis of opinions expressed.

1. Care should be taken at the various DEO to keep all documents from getting missing or misplaced. This will keep teachers in the classroom instead of running to the office every now and then to look for their lost

document.

2. Workers at the accounts, HRM and IPPD section should be closely monitored by their heads to desist from the financial demands before rendering a service to any teacher.

3. Staff at the DEOs should receive and attend to teachers well, and on time when they visit the DEO with their needs for them to get back to their respective stations, especially, those from far distances.

4. Time indicated for teachers to visit the office should be reviewed for teachers to be able to get to the office earlier. This can help them go through whatever process they may be requested to undergo.

5. Officers should stay at their various offices to receive and attend to teachers especially, during the stipulated time teachers are allowed to visit the office from 2:00 p.m. each working day.

6. Officers should refrain from making sexual advances on the pretext of facilitating speedy processing of affected teachers' document or helping them through without going through any frustration.

7. A performance contract should be signed by every worker at the offices to put them on alert in case they are tempted by their instincts to sway from their work ethics

To sum up, the responses gathered were a reflection of what teachers experienced at their various DEOs. The responses gathered from the teachers also gave various levels of unhealthy relationship between the two categories of populations, when collaboration should have been the yard stick for both of them to work together in a peaceful situation.

Analysis of Responses from Workers at the DEOs

On the part of the workers and frontline officers at DEO, various responses were given in view of the existing challenges they face when attending to teachers on the issue of numerous complaints leveled against them. Analysis of the responses has been put in a presentation with regard to the existing challenges they encounter at the DEO in table 8.

Table 8: Challenges faced by DEO workers

Challenges	No. responses	%
Drunkenness	16	12.2
Absence of official	16	12.2
Verbal confrontation	10	7.5
Visiting the office during School hours	12	9
Delay in attending to teachers	25	18.9
Salary related	32	24.3
Loss or misplacement of document	21	15.9
Total	132	100

Furthermore, 16 (12.2 %) responses were gathered on absence of schedule officers during the period the teacher is allowed to visit the facility. From the responses, their absence brought discomfort to teachers who had come to the DEO with their problems. Mullins indicated that "staff turnover and absenteeism are commonly associated with dissatisfaction but although there may be some correlation there are many other possible factors" (p. 700). It therefore becomes difficult to attend to some of the teachers due to the fact that, work at the office follows certain sequence and one cannot jump the

other. This therefore becomes a challenge to them.

From Table 8, 16 (12.2%) of the respondents mentioned drunkenness as one of the challenges they face when attending to teachers who visit the DEO with their needs. They indicated that, it becomes difficult sometimes to get closer to the teacher to understand what problem the person brought to the DEO. They further indicated that, the schedule officers in some cases have to ask the teacher in question to go and come another time which sometimes turns into a different issue altogether.

In addition 25 (18.9 %) responses were gathered on delay in attending to teachers when they visited the office. Respondents indicated that, it was difficult in some cases to deal with teachers problem because sometimes a number of them would be present at the office at a time and sometimes information needed to process their documents was inadequate. They again stated that, movement of files within the offices also caused some delay. In addition, some of the officers deliberately moved around pretending to be working while teachers who needed their services keep waiting.

Furthermore, from Table 8, 32 (24.2 %) respondents mentioned salary-related issues as posing a challenge to management. It was observed from the responses that, almost every month, some teachers experienced salary problems which necessitated them to go to the office. They indicated that, the affected teachers became disturbed and tended not to go about their work effectively and this is therefore a challenge to management. Wayne (1992) acknowledged the seriousness of this type of problem by commenting that "in the opinion of many top managers, the only way to make 'people-related business issues' credible is to support them with real asset - such as pay and

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promotion" (p. 52). The two vital issues mentioned here are salary and promotion which are paramount in determining the quality of work one could expect because salary and promotion are correlates of the quality of work.

Another issue that came out as posing a challenge to management from Table 8 was loss or misplacement of teachers' documents. On this, 32 (24 %) responses were gathered. According to the teachers, their documents often got missing entirely or were located at certain offices where they were not supposed to be. No explanation was usually given as to why those documents could not be located. However, a common comment was that misplacement might be due to the movement of files within the offices. This therefore suggests that, files containing documents of teachers are usually not returned to where they were supposed to be after working on them.

Responding to a question on whether they considered those attitudes they had indicated as work-related indiscipline or not, 83 (62.9%) of them indicated yes which implies that attitudes of some workers as described by the workers do not conform to the laid down rules of the GES. On the part of 49 (37%) respondents attitudes could not be referred to as a work-related disciplinary issue.

As to how such incidents are identified, various responses were given as indicated in Table 9.

Table 9: Identifying Disciplinary Challenges at the DEO

Way of identifying	Number of responses	%
Verbal reports	32	24.3
Written complaints	31	23.4

Table 9 cont.

Observation	20	15.2
Verbal confrontation	22	16.6
Discussion at meetings	27	20.5
Total	132	100

As shown in Table 9, 32 (24.3%) of the respondents, stated that, undesirable attitudes of teachers come to the notice of the authorities through verbal reports. Teachers indicated that they complained about what befalls them by informing any of the officers whom they trusted when they visited the DEO and were treated. In a similar vein, 31 (3.6%) respondents indicated that, incidents of bad treatment meted to teachers came to the notice of the authorities through written complaints. This suggests that, some teachers who were confronted with such distasteful experiences took courage to write to the directors to register their displeasure about what they had experienced.

In addition another 20 (15.2 %) respondents indicated that they got to know of such challenges through observation. To them based on experience acquired on the job, they could tell what was going on by observing behaviours of other members of staff and also interacting with teachers. Thus, such incidents were brought to their notice.

The workers at the DEO again gave various responses as to which of the issues raised posed challenge to management at the DEO. To the range of options given to tick as many as apply to them, the following were the responses they indicated as captured in Table 10.

Table 10: Major Factors Which Posed a Challenge at DEO

Challenges	Number of respondents	%
Financial demands	26	19.6
Delay in attending to teachers	34	25.7
Rude behavior	12	9.1
Loss/misplacement of document	26	19.7
Delay Submission of document to Accra	16	12
Sexual advances	6	4.6
Delay in supervision of teachers' work for Promotion	12	9.1
Total	132	100

From Table 10, 26 (16.66 %) respondents indicated financial demands as one the factors posing greater challenge to management. The responses shows that teachers in most cases were asked by he workers to pay something before paying attention to what ever request the teacher has presented.

According to 34 (25.7 %) respondents, some of their colleagues put up a behaviour which caused about undue delay in attending to the teacher. They indicated that, these workers would be moving from one office to another pretending to be looking for something in the interest of the teacher. After a period of time spent outside their office, the teacher would be asked to come another time with lots of excuses to convince the teacher. To them most of these often happened without knowledge of management. Such acts caused displeasure to the teachers and some of them were bold enough report such

incidents to management.

Misplacement/Loss of teachers' documents was also mentioned by 26 (19.7%) respondents. They indicated that, it sometimes became difficult to locate a file containing documents of a teacher for processing shortly after the affected teacher had submitted them to the office. The intentions of the person who took and hid such documents were not indicated. From the responses, it was observed that, it often took days to find the documents or the affected teacher might be asked to submit another set of documents for processing. It was also observed from the responses that, most files containing teachers' personal and other official documents were empty but no reasons were assigned. This shows that some of the workers did not attach seriousness to their work and were not concerned about what went wrong around them at the DEOs.

In related responses, 16 (12.%) respondents indicated late submission of processed documents to Accra for further consideration of whatever request a teacher had put in. On their part, schedule officers responsible for processing of the documents for further submission to Accra gave many excuses for the delay. From their responses, teachers, under normal circumstances were not allowed to personally send their documents to Accra. Yet, due to unwarranted delay, some teachers were compelled to perform the duty of someone at the DEO by sending the documents personally. This was described as a factor posing a challenge to management.

In response to whether there are rules that guide the activities of workers at the DEOs, 103 (78.03 %) respondents stated yes. The remaining 29 (22 %) respondents indicated no as their responses. The latter, this category of

respondents did not appreciate the existence of any rule or guidelines that govern the various DEOs and the GES in general. Out of the number which acknowledged their knowledge of such rules, 91 (88.34 %) specifically mentioned the GES Code of Conduct while the rest also indicated that of the Labour Act. It was established that, a greater number of the workers were aware of the existence of some sort of rules which guide all their activities at their various workplaces.

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Table 11 shows responses on how certain attitudes posed a challenge to Management.

Table 11: Perceived Effects of Officials' Unprofessional Attitudes That Pose Challenge to Management

Reasons	Respondent	%
Delays attainment of objective	15	11.4
Hampers effective teaching/learning	22	16.7
Affects efficiency & effectiveness	14	10.6
Induces apathy towards duty	16	12.1

Table 11 cont.

Lowers standard of performance	30	22.7
De-motivates teachers	35	26.5
Total	132	100

Table 11 shows that, 15 (11.4 %) respondents mentioned delay in attaining set objective of the directorate. To them if any worker within the GES and especially teacher's needs are not attended to within a reasonable period of time, they did not give of their best in the classroom. As was to be expected, a disturbed mind could not be trusted to perform effectively and thus, the expectations of the directorate cannot be fully achieved.

To another 22 (16.7 %) respondents, such officials' undesirable attitudes hampered effective teaching and learning. The respondents further explained that, instead of teachers finding time to prepare adequately to teach, they would be considering in their minds the unresolved issues they had sent to the DEO. Some of them have to leave their classrooms for a follow-up on their complaints thereby leaving the days' work undone. To them, such occurrences would not foster effective teaching and learning.

Moreover, 16 (12.1 %) indicated that, such attitudes introduced apathy to work on the part of the teachers. To them, a teacher would not show seriousness to what he or she was supposed to do in the classroom because, the teacher might not see why he or she had to work with an open heart while attention was not given to their welfare issues

Another group of 30 (22.7 %) respondents stated that when teachers' needs are not given the needed attention, it affects their performance and, thus,

reduces their output. Through low performance, the expected standards cannot be reached. They indicated further that, any lapses during the period of teaching and learning would affect pupils' level of coverage in terms of taught subjects in class, thus limiting them from reaching the expected standards. This, to them, was a factor which posed a challenge to management at the DEO.

In the case of 35 (26.5 %) respondents, lack of motivation of teachers is seen as one of the factors they perceived as posing a challenge to management. The data suggests that a determined teacher who wants to give of his or her the best might not do so because of what could be described as lack of trust, confidence and support. The teacher like any other worker expects to have a secure environment and support in terms of his/her welfare and absence of these would not encourage him or her to perform better.

As to how the rule or conventions were applied, various responses were given as indicated in Table 12.

Table 12: How the Rules are Applied

How the rules are Applied	Num of Responses	%
Warning	20	15
Reminders	41	31.5
Through supervision	35	26.5
Through sanctions	14	10.5
Queries	22	16.5
Total	132	100

From Table 12, 41 (31.6%) responses talked about reminders as another way

used to apply the rule of GES at the various DEOs. They indicated that workers at the DEO were reminded of what was stipulated in the code of conduct which guides the activities acts of workers at the DEOs. As Table 11 shows, reminders were usually issued as a result of a hint on the part of management about a work-related disciplinary issues as well as offences which might have been overlooked.

Another way of dealing with work-related discipline as indicated by 35 (26.5%) respondents is through strict and effective supervision. Respondents explained that, workers at the DEOs who failed to carry out their responsibilities as prescribed by management were put under strict supervision on their job. By this, they were made to perform every task expected of them in the presence of superior officers making sure that nothing was left undone.

In addition, 22 (16.7%) respondents mentioned queries as another way used to apply the rules. To them workers who breach the law under certain circumstances were asked to answer queries on how and why of such behaviours and also why disciplinary measures should not be taken against that worker. It was gathered from the responses that, the queries issued to the workers were applied to serve as a deterrent to such attitudinal and behavioural acts which do not form part of the code of conduct.

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behavioural acts which do not form part of the code of conduct.

As to how effective the enforcement of the rules had been, the Table 13 summarizes the respondents' views.

Table 13: Respondents' Views on the Enforcement of Rules

Effectiveness of rules	No. of responses	%
Effective in changing attitudes	46	34.8
Ineffective	16	12.2
Reduces occurrences	21	15.9
Promotes good working environment	32	24.2
Building dossier	17	12.9
Total	132	100

As Table 13 shows, 46 (34.8%) respondents indicated that, the application of the rules has brought about change in attitudes and behaviours among some of the workers. Also some of the workers who were given various forms of punishment showed some changes in their attitudes to work and how they attended to teachers. Table 12 further shows that some of the workers realized that their work was not secure if they did not change. This coupled with advice from colleague workers informed them to turn a new leaf.

Furthermore, 21 (15.9%) respondents stated that the effectiveness of the rules brought about reduction in the occurrences in work-related discipline among workers at the DEOs. From their point, workers who received various forms of punishment for indulging in practices which did not conform to the work ethics of the GES put a stop to it.

In addition, 32 (24.2 %) respondents indicated that the application of

the rules had promoted a good working environment at the DEO. The explanation given to this effect was that, when every worker at DEO saw the need to adhere to the rules and regulations at the workplace, there was free flow of work. This allowed the workers to serve teachers very well.

Another 17 (12.9 %) respondents stated that, the effectiveness of the application of the rules is reflected in a situation which helps the director to build dossiers on individual workers for various attitudes which could be regarded as indiscipline. They explained further that, such dossiers were used to level charges against the workers who committed offences. Regardless of existence of the rules, it was observed that there seemed to be some setbacks with regard to the effective enforcement of the rules. According to Klingner (1980) "Rules are only effective if employees conform to them, so managers have to make sure that the rules are observed" (p 502). In addition Gareth *et al* (2000) indicated that "when the task and authority associated with various positions in the organization are clearly specified, managers and workers know what is expected of them and what to expect from each other". They added that "an organization can hold all its employees strictly accountable for their actions when each person knowsexactly his or responsibilities". From these statements, laxity on the part of management in enforcing the rules could increase the occurrences of work-related disciplinary issues at the DEOs. From the responses it was observed that the effectiveness of the enforcement of the rules depended largely on management's approach and how firm management was. This is due to the fact that the responses gathered did not generally indicated complete enforcement of the rules but rather a clue to the lapses in enforcement that reduced the effectiveness of the rules.

Responding to problems encountered when enforcing the rules, responses gathered were put under various captions in Table 14.

Table 14: Problems Associated with Enforcing of Rules

Problems	No. of responses	%
Victimization	32	24.2
Misunderstanding	23	17.4
Hatred	16	12
Lack of support	41	31.2
Union intervention	20	15.2
Total	132	100

Table 14 shows that, 32 (24.2 %) respondents workers felt victimized when they were given various forms of sanctions for offences committed. The affected workers then made complaints indicating their disagreement with management. Offending officials became sluggish in the performance of their assigned duty. Thus rendering the enforcement of the rules ineffective.

Another issue that came out as indicated by respondents was misunderstanding. From the Table 14, 23 (17.4 %) of the sample stated that, enforcement of the rules in most cases triggers misunderstanding between some of the workers especially between senior officers and their subordinates. The *smartmanager* article indicated that "no matter what the details of the situation, introducing discipline can be a very sensitive and stressful process that many managers deal with in only a cursory manner or avoid altogether" The senior officers see their subordinates violating the rules and should be sanctioned while the other realized the officers were of double standard since

they were also in the same practices. According to the data this situation downplays the effectiveness of the enforcement of the rules.

From Table 14, 41 (31.2 %) of the responses gathered indicated lack of support from the workers to have effective enforcement of the rules. It was gathered from the responses that, some of the workers resisted the enforcement of the rules because they do not appreciate the existence of the rules and they were not comfortable with it. Due to this some of the workers decline to offer any information on their colleagues concerning lapses to management.

Table 14 also indicates that 20 (15.2 %) mentioned interventions by Workers Unions, for example, the Ghana National Association of Teachers, which sometimes comes in to plead depending on the severity of the offences the worker might have committed. Other workers then felt cheated when similar sanctions were meted to them and think that they had been given unfair treatment.

On the issue of whether such rules conform to the *GES Code of Conduct,* 108 (82%) responded yes. By indication, such group of respondents were aware of the *GES Code Conduct* which guides the activities of the worker at the DEO. Another 24 (18 %) indicated no as their response which could imply their ignorance of the existence of the rules. The responses may suggested they either did not have any knowledge of the GES Code of Conduct or they deliberately gave false information.

Table 15 shows responses on the measures put in place to address work-related disciplinary challenges at the DEOs.

Table 15: Measures to Address Workplace Indiscipline

Measures	No.of responses	percent %
Disciplinary measures	38	28.8
Enforcement Code of Conduct	23	17.4
INSET	18	13.6
Reminders	21	15.9
Strict supervision	32	24.3
Total	132	100

One of the measures put in place to address work-related disciplinary challenges as indicated by 38 (28.8 %) respondents was disciplinary measures. From the responses, disciplinary committees at their respective districts were charged to sit on such cases deemed it as a violation of the rules to allow suspected workers to defend themselves. According to Harris (2000) "although disciplinary procedures are relatively infrequently used, the way in which they are made and communicated may affect employees' perceptions of their supervisors" (p. 485). It is therefore clear that such formal procedures were completely out shortcomings and may have problems in their application.

Table 15, shows that 23 (17.4 %) of the sample stated enforcement of the GES Code of Conduct as one of the measures put in place to address disciplinary issues at the DEOs. Some workers tried to resist the enforcement of rules when they happened to violate the rules. In that case, management had to ensure that, such workers adhered to the rules by insisting on its enforcement. Such consistency on the part of management was seen as

reinforcing the rules to bring about good work ethics among workers at DEOs.

Respondents also mentioned INSET as one of the measures used to address disciplinary issues at the DEOs. The 18 (13.6 %) responses shows that, to curb the occurrences of work-related discipline at the DEOs, aspects of the Code of Conduct were included and discussed at In-Service Training programmes. This, it is believed, induced in the workers a sense of good working behaviour at their workplaces.

Reminders were also mentioned by 21 (15.1 %) as another measure put in place to handle disciplinary issues at the DEOs. The responses indicate that, the workers were reminded of the existence of the rules as well as their responsibilities at their various positions during staff meetings.

On the part of 32 (24.3 %) respondents, strict supervision is one of way structured to address disciplinary issues at the DEOs. The responses revealed that, workers found to have questionable characters with regard to work ethics and other bad behavioural acts were put under strict supervision at various departmental levels. The eagle eye set on them was meant to reduce the occurrences of work-related disciplinary acts. From the foregoing discussion the workers were aware of measures put in place to check workplace indiscipline issues by attesting to it in their responses. There was therefore no room for excuses on how they would not adhere to it.

Creating a Good Image at the DEOs

Respondents gave the following suggestions to improve the image of DEOs

1. Various heads of departments should intensify supervision to monitor every worker closely..

2. Directors should accept genuine concerns from teachers and other

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workers at DEOs to enable management tackle issues of concern which may affect the smooth running of the office. This they believed would the workers to render efficient service to visiting teachers as well as anybody other than the teacher who visits the office for various reasons.

3. Workers at the registry should be more confidential in their work to put teachers' files and other documents safely. The respondents explained that this facilitate quick processing of teachers' documents when the need arose so that they would stay in the classrooms to teach.

4. Workers should deal fairly with all teachers with strict adherence to the set rules. There should also be no favoritism in providing service to all teachers and cases dealt with at the DEOs should be kept confidential

5. Workers should desist from financial demands from teachers who need their assistance since they are paid to render a deserving service to teachers. This, they explained, would build teachers confidence in the workers to approach the office when they had problems.

6. Workers at the DEOs should be more disciplined and should show commitment to their work. They should set good examples for teachers to emulate. Respondents felt that thus would encourage teachers to consult them for professional advice concerning their job when it becomes necessary.

Analysis of Responses from Heads of the Various Units and

Directors of Education

Table 16 shows the characteristics of the frontline officers and

number of years served on that post.

Table 16: Characteristics of Frontline Officers at the DEOs

Years in Office in Office	No. of Responses	%
5	4	12.5
6	9	28.1
7	5	15.6
8	3	9.4
9	4	12.5
10-12	7	21.9
Total	32	100

Considering the period of time respondents indicated, it implies that they had

considerable experience on the job and their contributions suggestions would

help supervise their teachers very well. Mullins (2005) had it that,

"supervision involves technical knowledge, human relations skills and co-

ordination of work activities". He added that "supervisors who adopt a

considerate manner towards workers tend to have the more satisfied work

groups" (pp.728). From the foregoing discussion, the unit heads need

considerable knowledge on the job which has actually reflected in their

responses.

Table 17 indicates the ranks of the frontline officers.

Table 17: Rank of Frontline Officers

Rank	No. of responses	%
Assistant Director II	11	34
Assistant Director I	9	28
Deputy Director	12	38
Total	32	100

Table 17 shows that at the time of the study all frontline officers at the DEOs were of ranks not lower than Assistant Director II. Also 38% of the heads were Deputy Directors. This is in line with the GES Code of Conduct which stipulates that "no person shall be appointed to any post, in the GES unless he/she possesses the qualification and relevant experience as approved for the post" (Section 1, p.6). This gave an indication that Management was careful in the selection and appointment of people to management positions at DEOs.

Table 18 shows responses on the perception of the Directors and heads of various section about some of their workers.

Table 18: Frontline Officers and Directors' Perception.

Attitude/Behaviour	Frontline Officer		Directors	
	Num	%	Num	%
Co-operative	7	21.9	-	-
Laziness	11	34.4	5	62.5
Unwelcome	5	15.6	3	37.5
Cordial	9	28.1	-	-
Total	32	100	8	100

From Table 18, 11 respondents representing 34 % of the unit heads indicated laziness on the part of workers as what they have observed. In a related response by the district directors, 62.5% indicated that some of the workers would like to spend a whole day on an assigned job and would not respond to any other instruction. Mullins (2005) wrote that personality is "an individual's unique set of characteristics and tendencies which shape a sense of self, and what that person does and the behaviour they exhibit" (p. 1060). Form the foregoing discussion, it can be noted that each individual has a way of doing things and this could be extended to their workplace. If such attitude of the workers at the DEOs does not conform to the regulations of the establishment, it could turn to be a workplace disciplinary issue.

Table 19 represent responses on how management regard the attitude of their workers.

Table 19: How Management Regard the Attitude of their Workers.

Attitude of workers	Frontline Officer		Directors	
	Num	%	Num	%
Work -related indiscipline	20	62	3	37
Not work-related indiscipline	12	38	2	25
Depends on it interpretation	-	-	3	37.5
Total	32	100	8	100

Responding to whether the attitude of workers at the DEO is regarded as a workplace disciplinary issue, 20 respondents representing 62 % stated yes as their responses. This implies that the frontline officers were aware of what was going on in terms of issues which has to do with workplace discipline. Twelve

responses representing 38 % were recorded indicating no as their responses. On the part of the directors as how they considered such attitude of the workers either to be a work-related indiscipline or not, three respondents 37.5 % were of the opinion that, yes they are, two responses representing 25 % indicated they were not while another 3 responses representing 37.5 % it could be either yes or no depending on the interpretation and how they occur. The last view is in line with Mullins (2005) who held that "as attitudes are inferred, heavy reliance is placed therefore on the accuracy of assessment" (p. 363). There was no doubt therefore that the responses gathered were based on a valued judgment from the frontline officer and district directors.

Table 20 shows how management identified workplace disciplinary issues.

Table 20: How Management Identified workplace Disciplinary Issues

Ways of indentify	Frontline Officer		Directors	
	Num	%	Num	%
Close observation	12	37.5	4	50
Close supervision	9	28	-	-
Verbal reports	5	16	-	-
Written reports	6	18.5	2	25
Unannounced visits	-	-	2	25
Total	32	100	8	100

The data from Table 20 shows that, out of 32 responses collected, 12 respondents representing 37.5 % stated that they identified such attitude and behaviour of workers through close observation of them during their day to

day activities at the offices. According to the respondents their actions which involved close observation assisted them in the identifying the challenges. Another 9 responses gathered representing 28 % indicated that those behavioural and attitudinal acts came to their notice through close supervision of the activities of the workers. From the data, it was revealed that, some frontline officers did not hurriedly confront workers who were suspected of showing some sort of behaviour contrary to the work ethics of the institution. They rather made sure that whatever perception they had about particular workers reflected in their irregular actions in not to jump into a hasty conclusion. In similar responses, four directors representing 50 % stated that they identify such behaviours through close observation of the workers activities. It was observed from the data that when the directors were uncertain about the behaviour of some of their workers, they put a close watch of them and it leads them to identify such work-related indiscipline. As Mullins (2005) commented, "employees, including managers and supervisors, work under significantly increased work pressure". He added that, "senior management are concerned about the low morale and commitment to the organization which they now perceive among the remaining workforce" (p. 742). This gives a hint on the current trend of workers commitment to duty and behaviour. Salancik (1977) indicated that commitment is the individual state of becoming bound by his actions to beliefs which sustains his involvement in own activities. He maintained that, commitment can be harnessed to get support for the organizations' achievement through participation about their actions. On their part, Porter, Steers, Mowday & Boulian (1974) they intimated that commitment is the individual strength identified with their involvement in a

particular organization. It goes further with remaining a strong member of the organization, accepting the values and beliefs of the organization as well as exerting considerable effort in the organization.

The frontline officers and directors' view regarding major factors that pose a challenge to the district directorate are reported in Table 21

Table 21: Major Factors that Pose a Challenge to the District Directorate

Identified challenges	Frontline Officer		Directors	
	Num	%	Num	%
Illegal Financial demands	10	31	3	37.5
Delay in attending to teachers	7	22	-	-
Leaking of confidential information	4	13	-	-
Loss of documents	6	19	-	-
Poor working relations	3	9	2	25
Punctuality	2	6	2	25
Poor record keeping	3	9	1	12.5
Total	32	100	8	100

With regard to factors that had been identified as posing greater challenge to management at the DEOs, 10 responses representing 31 % were gathered on the issue of Illegal financial demands by workers. Another seven respondents representing 22 % mentioned delay in attending to teachers as a factor they perceived to be posing a greater challenge to management. On the issue of good working relations, Mullins (2005) again opined that "harmonious employment relation can only be effective if sustained within a generally good

relationship between management and staff, with a willing commitment from both sides" (p. 777). Good workplace atmosphere encourages both management and staff, to fully enjoy the benefits of effective dispensation of deserving service they need to render. As Table 21 shows, two respondents representing 25 % indicated that punctuality was one of practices which has become a challenge to them even though the GES Code of Conduct stipulates that "every employee shall report for duty punctually at the specific times" (Part 4. 37- ii). Workers are obliged to report for duty regularly and on time as may be agreed upon by institution.

Illegal financial demands was also mentioned by three respondents representing 37.5 % as one of the practices which was seen as a challenge to management in support of responses from the frontline officers. This implies that, the directors were aware of the practice which tended to sour the image of the directorate and it has become a challenge in the management of the DEOs. In spite of their knowledge of such practices, it has yet not been easy to curb it totally. They explained further that those practices had been an occurrence within many human institutions and their elimination can not be done within a day. In spite of that management was doing their very best to overcome the identified challenges. In all, it could be noted that those practices indicated by the directors were not created by the GES but it rather came from behaviours of some employees which was not exhibited when seeking for appointment into the organization. With reference to such instances, Mullins (2005) held the view that "hidden behaviour is that which the individual wishes to conceal from, or not communicate to, other group members". He added that "it is part of private self' (p. 574).

Concerning the existence of rules that guide the activities of workers, 27 respondents representing 84 % indicated YES while four respondents representing 13 % stated NO Mullins (2005) commented that "human behaviour cannot be made to conform to prescribed rules and just because such rules and regulations exist". It is important to note that, the existence of the rules alone cannot make any difference if the behaviour of the workers does not go in line with the established rules of the GES. On the part of directors, five respondents representing 62.5 % indicated YES as their responses while another 3 respondents also indicated NO but they were not well informed. It could be observed that the existence of the Code of Conduct was not a matter of concern to some of the workers as they felt it rather disturbed their activities and reminders on it observance might seem to be a new thing to them. In this regard Mullins (2005) had indicated that "at first glance, a code of conduct may seem like a new concept. But you and your employees are more familiar than you know". He then added that "all groups develop rules or standards of behaviour" and "Behaviours are what people say or do" (p. 177). When a worker is not well informed about rules of the organization that workers lack of knowledge cannot be described as a healthy situation since behaviours of other people within the organization depicts adherence of the same rules. Knowledge of the GES code was not given prominence by some of the workers.

As to how the rules that are used at the DEOs conform to that of the GES Code of Conduct, 24 respondents representing 75 % indicated that, the rules were not different from that of GES. In addition, eight respondents representing 25 % do not think they conform to the GES codes but did not

explain why or what they perceived the rules to be.

Regarding their opinion on conformity of the rules to that of the GES codes, seven respondents representing 87.5 % of the directors indicated that they were the same. Although there is an indication that, greater number of directors have some knowledge of the structure of the rules, some few other directors themselves were not well informed about the exact rules in practice at their respective directorates.

With regard to how the rules were enforced at the DEOs, six respondents representing 75 % of the population (directors) indicated that, they enforced the rules through disciplinary procedures prescribed by GES Code of Conduct. The data gathered revealed that, work-related incidents were handled carefully through the use due process as stipulates by the GES codes. This, according to them, became necessary due to recent upsurge of interventions by the labour unions such as GNAT and NAGRA T. Klingner (1980) indicated that "when state law so permits, public employee unions may exclusively represent employees through the organization's formal grievance and appeal process" (p. 385). From this angle, there is no doubt that if management does not use the proper channels to enforce the rules they may be drag to face the law themselves. In addition Newstrom & Bittel (2002) suggested that, management can take any action on the enforcement of the rules "by carefully planning it and gathering sound documentation to support it". But the "action must be based on genuine evidence free from bias and discrimination" (p. 340).

Regarding how effective the enforcement of the rules had been, 17 respondents representing 53 % (frontline officers) stated that the enforcement

has not been effective enough. As Torrington, Hall and Taylor (2005) noted "it is not sufficient to have rules; they are effective if they are observed" (p. 562) the respondents' view suggest that the effectiveness of the rules depended strongly on the extent to which they were observed. Another 15 respondents representing 47 % also gave their view that, the enforcement of the rules was effective because it had reduced the occurrences of some work-related disciplinary issues at the DEOs. Newstrom & Bittel (2002) commented that, "people are less inclined to break rules when the supervisor is good leader when sincere interest and real caring is shown towards employees, and when employees get satisfaction from their work" (p. 338). Thus the heads of units appeared to be claiming that the kind of workplace relationship that exists between the frontline officers and their subordinate had improved.

Table 22 represent responses on problems management encountered when enforcing rules.

Table 22: Problems Encountered when Enforcing the Rules at the DEOs

Problems	No. of responses	%
Lack of recognition	7	22
Noncompliance	12	38
Victimization	4	12
Lack of support	9	28
Total	32	100

Table 22 shows that, seven responses representing 22 % named lack of recognition of the frontline officers by some district directors as the immediate supervisors outside his office but rather dealt with the subordinates directly.

This situation brought about disrespect on the part of some of the workers who would not like to take instructions from their immediate supervisors.

Concerning the problems faced during the enforcement of the rules, twelve respondents representing 38 % stated that, some of the workers do not comply with the rules. They added that, even though the workers have been identified to have done something contrary to the rules, they simply would not comply with whatever advice or reprimands. According to Newstrom and Bittel (2002) the workers may recognize the existence of the rules, yet "they are more likely to object to specific rules that defy logic and tie their hands" (p.338). Such behaviour of workers indicate that they would rather prefer to move around without adherence to the rules which they found uncomfortable.

In a related issue, nine respondents representing 28 % of the sample indicated that they do not get support from their colleague officers to effectively enforce the rules. It was not clear whether the process for the enforcement of the rules was proper and genuine or not. Concerning this kind of situation, Torrington, Hall &Tay (2005) had commented that "for grievance and disciplinary process to work they must command support, and they will only command support if they are seen as equitable, truly just and fair (p. 568). This, therefore, implies that if other officers realize that a worker has been wrongfully sanctioned, they would not offer any support unless they see the action to be fair.

Table 23 represent responses on procedures used by management to deal with disciplinary issues at the DEO.

Table 23: Procedures for Dealing with Workplace Discipline

Procedures	Frontline Officer		Directors	
	Num	%	Num	%
Reminders	4	12.5	-	-
Close monitoring	14	43.7	-	-
Assigning specific	4	12.5	-	-
Sanctions	10	31.3	-	-
Disciplinary procedures	-	-	3	37.5
Verbal/written warning	-	-	1	12.5
Guidance and counseling	-	-	2	25
Constance interaction	-	-	2	25
Total	32	100	8	100

With reference to Table 23, 3 respondents representing 37.5 % of the directors indicated disciplinary procedures which according to them were not different from what GES has prescribed. Such procedures allow the disciplinary committees to investigate into any breach of the rules and also allow those who faulted to have a fair hearing. Two respondents representing 25 % stated that, they resorted to constant interaction with the workers when they observed any irregular behaviour of them towards their duty. By so doing the workers then became aware of being under surveillance and would therefore change for better.

Furthermore, two (25 %) responses were gathered on guidance and counseling as a procedure for dealing with work-related disciplinary issues at the DEOs. This is in line with Klingner's (1980) suggestion that "it is often

necessary to confront an unproductive employee in order to bring the person's poor job performance out into the open", adding that "the personal manager should prepare for a counseling session by reviewing its objective-behavioural change in the direction of increased productivity" (pp. 387-388). This assertion indicates that counseling is of great importance in the correction of irregular behavioral and attitudinal acts which contravene the guided rule of the GES and it is being used by some of the directors to manage work-related disciplinary issues.

On the part of the frontline officers close monitoring was indicated by 14 respondents representing 43.7 % as one of measures used to check the occurrence of disciplinary issues at DEOs. This supports Shackleton's (1995) view that "leadership is a process in which an individual influences other group members towards the attainment of group or organizational goals" (p. 2).

Table 24 indicates the responses on the directors approach disciplinary issues at the DEO.

Table 24: Directors Approach to Management of Workplace Discipline

Ways of managing	No. of responses	Percent %
Use of unit heads	3	37.5
Constant interaction	2	25
Managerial Skills	2	12.5
Re-assignment	1	12.5
Total	8	100

With reference to Table 24 respondents (37.5 %) indicated that, they delegated

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the unit heads to have direct and close supervision of the workers. Mullins (2000) explained that "delegation is not just the arbitrary shedding of work. It is not just issuing and following of orders or carrying out specified task in accordance with detailed instructions", but rather "it creates a manager subordinate relationship" (p. 850). In managerial practices, and "in any event, delegation is still an essential process of management" (Mullins, 2002, p. 850). The data revealed that, the unit heads (frontline officers) are closer to the workers in terms of daily contact at their various offices and can effectively monitor them. According to Mullins "a central feature of effective employee relationships is managing through people and regulating the employment relationship. The data further revealed that such approach bring good working relationship among the entire working population. The respondents held the view that, the unit heads were held responsible for any lapses on part of the workers. In this situation they would not allow their subordinates to do anything untoward.

The directors and frontline officers gave various suggestions towards creating good image at the DEOs as following

1. There should be a director who is selfless and committed to promoting education delivery in the district and more concerned about the welfare of the teacher in all aspects of his/her daily duties irrespective of who and where the teacher may be.

2. Problems of teachers should be addressed to the satisfaction of all to boost the teachers' interest in the job they would be doing. This they felt would motivate teachers to be more committed to their job.

3. The directors should be fair and firm in dealing with issues which

has to do with work-related discipline and treat every worker equally with regard to their needs and support.

4. Workers must be made to understand that they are there because of others to provide deserving service to them and are duty bound to receive and attend to anyone who visit the DEO with any form of request.

5. There should be constant interaction and meetings between management and workers on one hand and management and teachers to create good working environment among teachers, workers at DEO and management.

6. Channels should be created for teachers and workers to freely articulate their views and present their grievances when they have issues to deal with as well as given hearing at all times to enable teachers fell comfortable with their work.

7. There should be a regular INSET for both teachers and workers to update their knowledge to help them offer deserving service to whoever visits the office.

To sum up, majority of the directors (62 %) held the view that workers under them were co-operative and attend to teachers very well while others were of different opinion on how the workers behave towards the teacher. They also indicated that attitudes and behaviours of some of the workers could be referred to as work-related indiscipline and indicated various ways of identifying their occurrences. In addition, they mentioned some of the practices which they considered as a challenge to them as punctuality, illegal financial demands, poor human relations and poor records keeping. The data

further revealed that such attitudes dented the image of the directorate and created inefficiencies, thereby bringing about low output on the part of both workers and teachers. In spite of this, the directors' approach in dealing with work-related disciplinary issues varied considerably.

It was observed that, although there are principles in management which are general in terms of practice, the directors had adopted their own style, an approach suitable to the working environment within which they operated but never lose the sight on the fact they were working within a rules-governed institution.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The research analysed the challenges teachers encountered when they visited the DEO with their request and how they were attended to by the DEO staff. Again the research sought to analysed management's role in handling the disciplinary challenges as alleged by the teacher. To arrive at this, data were collected through the administration of instruments to four categories of respondents namely teachers, workers at DEO, the frontline officers and district directors. A personal observation and an interview were conducted in addition to the questionnaire. The researcher constructed the instrument and with the help of experienced lecturers at the University of Cape Coast who gave various suggestions on the purpose of the study and modification of the instruments to suit the pattern of the study.

The instruments were pilot-tested in four schools and one district education office in the Akuapim South District to determine their reliability. To establish the content validity, I submitted the instruments to my supervisor at the Institute for Educational Planning and Administration, University of Cape Coast who has immense knowledge and expertise in research for careful reading and comment. I therefore incorporated his corrections and suggestions into the instruments.

In all, an accessible population of 600 respondents which comprised

teachers, workers at the DEOs, Frontline officers (heads of units) and district directors of education in ten districts in Eastern Region. In addition 3 district directors, 10 workers and 3 frontline officers were interviewed to solicit their views on various complaints leveled against them by teachers as well as the challenges they encountered when they visited the facility with their observation on management's concern on those issues.

The composition of the respondents was made up of 400 teachers, 40 from each selected district. The others were 150 workers at the DEO (15 from each selected district), 40 frontline officers (4 from each selected district) and 10 district directors of education. No specific representation was made in terms of gender. Concerning steps that were taken when teachers met such incidents, the study showed that about 50% of the respondents made a report on the treatment meted to them while the remaining 50% did not make any report. The respondents indicated further that such attitudes of the office workers were frustrating, stressful, impeded progress, promoted indiscipline and discouraged them.

In addition it came out from the analysis as indicated by responses of the workers that enforcement of the rules sometimes triggered misunderstanding between Management and workers. It was observed from the analysis again that some measures were put in place to address the identified challenges. These included issuing of warnings, reminders, close supervision, through sanctions and issuing of queries. In doing all this, management was cautious on following due process as stipulated by GES code for the enforcement of the rules. This became necessary due to interventions and interjections by labour unions which sometimes embarrass management in

the pursuit of its duties.

Findings

The following were the findings that came out of the study

1. Analysis of data revealed that teachers travelled on a relatively longer distance before getting to their respective district offices and spent between 30 minutes and three hours at the office depending on what sent them there before their needs were attended to.

2. Teachers, did not know where and how to present their problems for any form of assistance when they visited the GES offices.

3. Teachers also enumerated illegal financial demands, delay in attending to them, rude behaviour of some of the workers, loss or misplacement of teachers documents and delay in supervision of their work for promotion ,as challenges they faced whenever they visited the office.

4. Teachers spent between 30 minutes and three hours at the office depending on what sent them there before their needs were attended to.

5. Challenges related to teachers' complaints were identified through verbal reports, written complaints, observation verbal confrontation and discussions during staff meetings.

6. Management indicated that punctuality, financial demands, poor human relations and poor records keeping were the issues that posed greater challenge to them.

7. Some of the directors do not give their frontline officers the needed recognition and therefore some of them cannot carry out their

duties well.

8. Management employed disciplinary procedures such as verbal and written warnings, counseling and constant interactions in dealing with the identified challenges.

Conclusions

The study showed that within the set up of the DEOs, teachers were worried about attitude and behaviour of some workers at the DEOs. Such issues of concern raised by teachers seemed to have negative effect on their work and were affecting their lives as well. From the findings it could be concluded that teachers were not given the needed attention when they visited DEOs with their problems while Management was facing the challenge of curbing unprofessional behaviours.

The analysis further revealed that teachers complained about financial demand, delay in attending to them, loss or misplacement of teachers documents, late supervision of teachers work for promotion, sexual advances and rude behaviour of some of the workers at the DEOs. Although the workers, head of units and management did not accept the complaints by teachers totally, their responses were clear on the existence of occurrences of issues raised in the complaints by teachers but would not decline to refute the claim by teachers as well. It could be therefore be concluded that, there was workplace indiscipline at the DEOs that posed a challenge to Management.

It was observed from the analysis that drunkenness, absence of official, verbal confrontation, delays in attending to the teachers, visiting the office during contact hours, were indicated by teachers, workers and the frontline officers as some of the existing challenges at the DEOs. Teachers did

complain about what they perceived not to be the best on the part of workers at the DEO. Management on the other hand indicated illegal financial demands, punctuality, poor human relation and poor records keeping as the existing work-related disciplinary challenges identified at the DEO. One can therefore conclude that some officials in the DEO were involved in some indisciplinary acts which were known to Management. Also, Management was trying to deal with the issues but was finding it tough because teachers would not give them the full facts of breaches of discipline by officials of the DEOs.

Management and workers to a large extent confirmed that the rules used or applied at the DEOs were not different from that of the GES code of conduct and as such conformed to it. They however stressed that, some modifications were made on some of the rules to suit a situation being dealt with at a particular given time. It can therefore be concluded that, although Management recognized and appreciated the existence of the rules, the rules were sometimes modified to suit the situation being dealt with.

In a related observation from the analysis, the directors and frontline officers were not in agreement on some issues when the frontline officers noticed lack of recognition of their positions by the district directors. This in some cases brought about inconsistency in the administration of punitive measures or otherwise to forestall a discipline and create a conducive working environment at the DEOs for effectiveness and efficiency. One can therefore conclude that the two categories of respondents who constitute Management had different approaches to handling issues related to workplace indiscipline. It was also clear that lack of recognition of the frontline officers by the directors hampered the effective dispensation of punitive measures at the

DEOs

It is plausible to conclude from the foregoing discussions that teachers had genuine concerns about the poor attitude and bad behaviour of some of the workers at the DEOs. However, Management was trying to find a way of dealing with such work-related challenges.

Recommendations

With reference to the findings and conclusions outlined, the following recommendations were made:

1. Teachers who present their problem to the office should be attended   to promptly for them return their respective places.

2. District Directors should issue circulars indicating the proper way teachers should present their request to DEOs. That is, teachers should be reminded of the process of presenting any issue to the DEO; where to go and whom to see or contact when the need arises.

3. Management should intensify supervision at the district offices to lapses and illegal demands by their workers.

4. An avenue should be created by Management to encourage teachers to freely come forward with the problems they encountered when they visited the DEOs. This will assist Management to effectively tackle work-related discipline at the DEOs.

4. Supervision at the DEOs should be given a second look. In this case heads of the various units should be allowed to handle issues which go contrary to the work ethics and prescribed code of

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conduct of the Ghana Education Service. Heads of the various units should be given the authority needed to confront any work-related disciplinary issues as they occur.

5. Workers at the accounts, registry and human resource sections should be closely monitored by Management to ensure that if any of them is found extorting money from teachers, the person is punished to prevent them from making illegal financial demands from teachers before they attended to them.

6. Directors should empower the frontline officers and give them the due recognition to take up reported cases of workplace indiscipline and deal with them to address the teachers' issues that pose a challenge to Management.

7. Management should be abreast of current trends in the labour issues and how to face them by employing the right approach to them.

Suggestions for Further Research

The study could not be extended to some aspects of managerial activities such as unauthorized movement out of the office and go slow attitude of office staff at the DEOs. It is therefore suggested that the following areas could be further researched into. They include:

1. Causes of worker absenteeism at the District Education Office.

2. Effects of acts of indiscipline by workers at the District Education Office on teacher time - on - task

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APPENDICES

APPENDIX A

Questionnaire for teachers

Discipline is central to the performance of many organizations yet the challenges of its identification and enforcement has become problem to management. However modification and well structured way of attending to such issues will help in managing the situation. The study is to find out the challenges facing district directors of education and the effective management of the challenges. You are assured of the confidentiality of your response and are purely for academic purpose.

1. How close is the district education office to your place of work? (in kilometres)

   …………………………………………………………………………

   …………………………………………………………………………

2. What were the issues that sent you to the education office?

   …………………………………………………………………………

   …………………………………………………………………………

3. How were you received at the office?

   …………………………………………………………………………

   …………………………………………………………………………

4. How long did it take for you to be served?

   …………………………………………………………………………

   …………………………………………………………………………

5. What challenges (if any) did you encounter in getting your needs met at the district education office?

…………………………………………………………………………………

…………………………………………………………………………………

Which of the following factors pose greater challenge to you when you follow up your request at the district education office? (tick as many as apply to you)

6.

      a. [ ] Financial demands made by official

      b. [ ]Delay in attending to you

      c. [ ] Rude behavior to you

      d. [ ] Loss of document

      e. [ ] Delay in submission of document to Accra

      f. [ ] Absence of official at post

      g. [ ] Sexual advances

      h. [ ] Delay in supervision of teachers work for promotion

7. Do you know of any other teacher who has suffered similar fate at the office?

…………………………………………………………………………………

…………………………………………………………………………………

8. Can you identify a particular section at the office where such incidents mostly occur?

…………………………………………………………………………………

…………………………………………………………………………………

9. What did you do when you met such incidence?

…………………………………………………………………………………

…………………………………………………………………………………

10. How would you describe such circumstances?

…………………………………………………………………………

…………………………………………………………………………

11. Do you see such attitude of the workers as a work-related discipline?

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…………………………………………………………………………

12. What suggestions will you make towards creating a good image at the

district education office?

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…………………………………………………………………………

…………………………………………………………………………

…………………………………………………………………………

APPENDIX B

Questionnaire for frontline officers

Discipline is central to the performance of many organizations yet the challenges of its identification and enforcement has become problem to management. However modification and well structured way of attending to such issues will help in managing the situation. The study is to find out the challenges facing district directors of education and the effective management of the challenges. You are assured of the confidentiality of your response and are purely for academic purpose.

1. What is your observation of the attitude of workers towards teachers who visit the office for various reasons?

   ....

   ....

2. Do you see anything about such attitude as a work-related discipline?

   ……………………………………………………………………………

   ……………………………………………………………………………

3. How do they come to the notice of the authorities?

   ……………………………………………………………………………

   ……………………………………………………………………………

4. How does such attitude of workers pose a challenge to management?

   ……………………………………………………………………………

   ……………………………………………………………………………

5. Which of the following factors has been identified as posing greater challenge to the district directorate? (tick as many as apply to you)

   i.   [ ] Financial demands made by workers

ii.   [ ] Delay in attending to you

iii.   [ ] Rude behavior to you

iv.   [ ] Loss or misplacement of teachers document

v.   [ ] Delay in submission of teachers particulars to Accra

vi.   [ ] Sexual advances

vii.   [ ] Delay in supervision of teachers work for promotion

6. Are there any rules that guide workers at the directorate?

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7. How are these rules or conventions applied?

………………………………………………………………………

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8. How has the enforcement of the rules become effective?

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9. What are the problems encountered when enforcing the rules?

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10. How does the rules relate to the code of conduct of the GES?

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11. What are the measures put in place to address work-related discipline

challenges at the district education office?

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12. What suggestion(s) will you make towards creating a good image at the district education office?

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APPENDIX C

Questionnaire for workers

Discipline is central to the performance of many organizations yet the challenges of its identification and enforcement has become problem to management. However modification and well structured way of attending to such issues will help in managing the situation. The study is to find out the challenges facing district directors of education and the effective management of the challenges. You are assured of the confidentiality of your response and are purely for academic purpose

1. What are the existing disciplinary challenges you have observed at the office?

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2. Do you consider any thing about such attitude as a work-related discipline?

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   ……………………………………………………………………

3. How do they come to the notice of the authorities?

   ……………………………………………………………………

   ……………………………………………………………………

4. How does such attitude of workers pose a challenge to management?

   ……………………………………………………………………

   ……………………………………………………………………

5. Which of the following factors has been identified as posing greater challenge to the district directorate?(tick as many a apply to you)

[   ]   Financial demands made by official

[   ]   Delay in attending to you

[   ]   Rude behavior to you

[   ]   Lost or misplacement of teachers document

[   ]   Delay in submission of teachers particulars to Accra

[   ]   Sexual advances

[   ]   Delay in supervision of teachers work for promotion

6. Are there any rules that guide workers at the directorate? YES [   ] NO [   ]

(if no, what were ways used to handle disciplinary problems at the office?)

……………………………………………………………………………

……………………………………………………………………………

7. How are these rules or conventions applied?

……………………………………………………………………………

……………………………………………………………………………

8. How has the enforcement of the rules become effective?

……………………………………………………………………………

……………………………………………………………………………

9. What were the problems encountered when enforcing the rules?

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10. To what extent do these rules conform to GES set code of conduct and

    the labour Act?

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    ………………………………………………………………………………

11. What are the measures put in place to address work-related disciplinary

    challenges at the district education office?

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12. What suggestions will you make towards creating a good image at the

    district education office?

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APPENDIX D

Interview Guide for Directors at the DEOs

Discipline is central to the performance of many organizations yet the challenges of its identification and enforcement has become problem to management. However modification and well structured way of attending to such issues will help in managing the situation. The study is to find out the challenges facing district directors of education and the effective management of the challenges. You are assured of the confidentiality of your response and are purely for academic purpose.

1. What has been your observation about the attitude of your workers towards teachers who visit the office or various reasons?

2. How do you consider such attitude of your works?

3. How do you identify work-related behavior which relate to discipline at the directorate?

4. Can you name the practices that can be considered as existing disciplinary challenges at the district directorate?

5. What is your view on the perception of teachers on such behaviour of the workers at the directorate?

6. How does such attitude of workers pose a challenge to management?

7. Is there a procedure for dealing with such disciplinary issues when they occur?

8. Are the workers aware of the Ghana Education Service (GES) Code of Conduct?

9. How do you enforce the rules?

10. How do the rules conform to the (GES) Code of Conduct?

11. In your capacity as a director, how do you manage these challenges?

12. What suggestion will you make towards creating a good image at the district education directorate?