

UNIVERSITY OF CAPE COAST

DISCIPLINE MANAGEMENT AND EMPLOYEE PERFORMANCE:
CASE OF GHANA INSTITUTE OF LANGUAGES



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Dissertation submitted to the Department of Human Resource Management of the School of Business, College of Humanities and Legal Studies, University of Cape Coast in partial fulfillment of the requirements for the award of Master of Business Administration degree in Human Resource Management

MAY 2021

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation 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.

Candidate's Signature Date

Name: Regina Teye

Supervisor's Declaration

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

Supervisor's Signature Date

Name: Dr. (Mrs) Elizabeth Cornelia Annan Prah

ABSTRACT

The study examines discipline management and employee performance at the Ghana Institute of Languages in Accra. The basis for this study stems from the findings of the studies conducted by Muhammad (2013) and Danku et al (2015) on similar topic under consideration failed to draw a relationship between disciplinary procedure and employee performance. Relevant empirical literature and theories including; Theory X and Theory Y by McGregor (1960); Business Ethics Theory by Crane and Matten (2007); Equity Theory by Adams (1965); and Systems Theory by Dunlop (1958) were reviewed and discussed. A survey was done using questionnaires to select information from respondents. Random sampling technique was used to select the sample size of 72 respondents from population of one hundred and thirty (130) respondents. The gathered data was analyzed using descriptive statistics. Chi-square (χ^2) was used to test the stated hypothesis. The findings established that employees had knowledge of the existence of disciplinary procedures or actions in their organisation. It also indicated that poor education on disciplinary matters, lack of objectivity in handling disciplinary matters, and the use of discipline as punishment tool were among some of the challenges identified with disciplinary procedures in the institute. It is therefore recommended that management organize regular training for leaders including the Union on handling disciplinary matters in the institute. This will in effect address the challenge of lack of objectivity in handling disciplinary matters and also minimize the use of discipline as punishment tool especially among leaders who have the tendencies of doing so.

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DEDICATION

To my nuclear and extended family



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CHAPTER ONE

INTRODUCTION

The introduction to the entire study is presented under this section to reveal the detail components of the study. This includes the discussions of the background to the study, statement of the problem, purpose of the study, specific objectives of the study, research questions, and statement hypotheses. Others include delimitations, and limitations of the study, significance of the study and the organisation of the study.

Background to the Study

The benefits that any organisation tends to gain as a result of effective management of employee discipline cannot be over emphasized. In this regard, it is vital to note that the formation, development and maintenance of employee discipline is crucial to make any organized activity efficient and effective in an organisation whether it's a company, university, trade union or association. (Opatha, 2017). The term discipline as defined by Robins (1982) refers to “a condition in an organisation when employees conduct themselves in accordance with the organisation’s rules and standards of acceptable behaviour”. On the other hand, Collins Birmingham University English Language Dictionary (1987) defines discipline as “the practice of making people obey strict rules of behaviour and of punishing them when they do not obey them”. Mathis and Jackson (2000) simply define the concept of discipline “as a form of training that enforces organisational rules and regulations”.

The notion of disciplinary management however is seen as a systemic procedure to monitor and influence all staff in the organisation to attain and maintain behavioral standards so that organisational objectives may be fulfilled (Robbins, 2008). It is seen as the development, execution and continuous maintenance of a fair and constructive system of discipline to govern human conduct (Robbins, 2008). Considering the above given definitions of the concepts of discipline and discipline management, one cannot lose the sight of the fact that the primary purpose of discipline is to motivate an employee to comply with the company's performance standards (Meyer, Becker & Vandenberghe, 2014). Unperformance as expected can be directly linked to the work done by the employee or to legislation governing the right conduct of the working environment (Muhammad, 2013; Meyer, Becker & Vandenberghe, 2014).

On the other hand, discipline is the process of mutual trust and respect established or retained between a supervisor and a subordinate. In fact, discipline should be corrected rather than punished (Whitten & Lublin, 2018). However, correct disciplinary management will not just enhance employee behavior and performance but reduce future disciplinary difficulties through positive relationships between the supervisor and the subordinate (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006). For all stakeholders, such owners, managers, employees, suppliers, consumers, investors and even government, the presence of a good organisation will thus become crucial. Indeed, incorrect discipline may lead to issues such as lack of moral standards and hostility between the supervisor and the subordinate (Muhammad, 2013). It is vital thus to respect working behavior

guidelines for all personnel (i.e., supervisors and non-managers) in an organisation (Aprilynn & Putu, 2018).

Notwithstanding the above indications, history revealed that the introduction of a structured discipline in work organisation became necessary in the United States of America in reaction to the trade unions appeal to eradicate summary terminations (Huberman, 2009). This therefore brought about the development of a progressive system of punishment, which was envisaged to provide protection for a worker against job loss (Huberman, 2009; Vonai, 2013). Based on this, Slim (2013) highlighted that punishment and discipline differ and have independent employee outcomes and a separate influence on the organisation. Any measures that is punitive to a worker and abuse them, as discipline is anticipated to be used for rectification, have been further explained.

Studies in Africa have shown that in many occasions employees disagree to disciplinary sanctions extended to them by their employers (Crete, 1995; Joe, Richard & Sanford, 2011; Vonai, 2013). In such cases an employer must be encouraged to give written confirmation to the employee that the measure is taken to prevent further action against the employer if the employee is dismissed afterward or if his/ or her opinions on the fitness for the disciplinary action taken are changed. An employer can penalize employees accordingly by issuing relevant notices of action without approval of the employees or by establishing an adequate trail of a failure to perform (Banda, 2004).

Research findings in Ghana have demonstrated that there have been cases in which employees fail to comply with the standards, regulations and ethics of the

company they work for (Danku, Apeletey, Aboagye & Benyebaar, 2015). In order therefore to achieve the main objective of discipline, a proper procedure is required to be followed. The 2003 Ghana Labor Law (Act 651) and labor rules frowned on unjust dismissal as a foundation for policy declarations on disciplinary proceedings and encourage excellent conduct in dismissal (Finnemore, 2006; Hagan, 2019). A code of disciplinary supports punishment as a way to help employees learn and grasp their standards. It allows workers to rectify their conduct through a system of graded disciplinary actions such as advice and warnings (Nel, Van Dyk, Haasbroek, Schultz, Sono & Werner, 2007; Danku, Apeletey, Aboagye & Benyebaar, 2015).

In appreciating the role of discipline in promoting performance and high growth of productivity in an organisation, one can certainly understand why government and management of the Ghana Institute of Languages (GIL) would do anything to ensure that the core mandate of the institute is achieved. The GIL is a tertiary institution established by government to promote African unity through the teaching and learning of foreign languages such as English, French, German, Arabic, Spanish, Portuguese and Russia at beginner, intermediate and proficiency levels. It also offers professionally relevant courses in bilingual secretaryship and translation, which gives students ready employment at home and abroad.

Irrespective of the benefits that accrue to work organisations as a result of effective disciplinary measures implementations, it appears, most work places in Ghana including the GIL face the problem of indiscipline. This act of indiscipline manifest itself in the institute in several ways such as lateness to office, absenteeism, carefree attitude at work, lack of dedication, insubordination, leaving

office before the closing hours, stealing, loitering, animosity and many more. These acts of indiscipline that adversely impact on the discipline management and employee performance in the GIL necessitated this study to be considered necessary and obligatory.

Statement of the Problem

The impetus to examine the discipline management and employee performance Ghana Institute of Languages (GIL) was attributed to poor handlings of disciplinary actions regarding employees' misconducts and unlawful dismissals as captured in the 2016/2017 report of the institute. Zheng, Kaur and Zhi (2016), emphasized that, the need to establish disciplinary actions arose due to negative work behaviour and poor conditions of service such as low salary, lack of promotion, absenteeism, lateness to work, poor supervision among others. An anecdotal evidence gathered from the GIL report, 2017, unveiled that staff outputs within the sated periods have been observed to be in limbo partly as a result of poor handlings of disciplinary actions, which has contributed to the unmet annual set targets stipulated by the institutes. These annual reports are clear indications that when employees of an organisation are disciplined, they perform their jobs effectively leading to high productivity and consequently encouraging high income levels for the organisation. According to Ubah, Onyebueke and Omodu (2019), a disciplined employee's work assiduously to meet set targets of their organisations as well avoid dishonesty and misbehavior in the execution of their assigned duties.

Globally, extant literature suggest that numerous studies have been undertaken on how discipline management influences employee performance. However most of these studies were conducted in developed countries (Apalia, 2017; Aprilynn & Putu, 2018; Whitten & Lublin, 2018). For instance the study of Pekala (2016), reveals that firms pay more annually to recruit, train, and replace employees who leave. In another study by Parker and Skitmore (2014), also found that when employees leave a company, they leave behind important knowledge of business processes and systems that are important to preserving a competitive edge. Conversely, other similar studies conducted in developing countries particularly Ghana (Wedaga, 2012; Knight & Ukpere, 2014; Marsela, 2017; Cerdayana, Luddin & Yetti, 2018), concentrated on other organisations neglecting educational institutions such as the Ghana Institute of Languages. Hence the need to fill this gap in conventional literature. It is therefore against this backdrop and adding to the scant literature on the essence of disciplinary management in influencing employee performance that this study is conducted.

Purpose of the Study

The overall purpose of this study is to examine the discipline management and employee performance in the Ghana Institute of Languages. In pursuing the purpose of this study, the research is guided by the following specific objectives:

1. To examine the disciplinary procedures practiced at the Ghana Institute of Languages

2. To ascertain the level of performance at the Ghana Institute of Languages
3. To assess the influence of disciplinary procedures on improving performance at the Ghana Institute of Languages

Research Questions and Hypotheses

In this study both research questions and statement of hypotheses which are in line with the specific objectives as stated above will be used as guides to achieve the purpose of the study.

Research Questions

This research will be guided by the under listed questions:

1. What are the disciplinary procedures practiced at the Ghana Institute of Languages?
2. What is the level of performance at the Ghana Institute of Languages
3. To what extent does disciplinary procedure influence the improvement of performance at the Ghana Institute of Languages?

Statement of Hypotheses

This research will be guided by the under listed statement of hypotheses:

H₀: Disciplinary policy and procedure implementation has a positive influence on improving employee performance in the Ghana Institute of Languages.

H₁: Disciplinary policy and procedure implementation has a negative influence on improving employee performance in the Ghana Institute of Languages.

Significance of the Study

The researcher expects that after research is done into this study, the management of Ghana Institute of Languages especially management staff who are involved in decision making to have clear understanding on the disciplinary measures that influence employee performance in Ghana Institute of Languages and help to adopt ways and strategies to promote employee performance in the organisation. It is also expected that after finding the disciplinary measures that influence employee performance, managers will know which one to adopt such that, the organisation will not lose staff who are knowledgeable and up to the task and are able to contribute to the success of the organisation. The study will also be a piece of contribution to the current knowledge in how to promote employee performance in the educational sector and to invite further research to bring behavioral change in the area of management services.

In addition, it will give the researcher opportunity to gain deep knowledge in how to mitigate the acts of indiscipline among employees of the organisation. Also, this study can give feedback to the managers of the educational sector in the objective evaluation of employees' misconduct. The study will also contribute to extant literature by serving as source of literature to prospective researchers who

may want to research on disciplinary measures and employee performance either in the Ghanaian context or in other jurisdiction.

Delimitations

The study will be done at GIL with focus on disciplinary policies of employees. Both management and employees are the main subject of this research since they operate with the rules and regulations that governs the organisation. The researcher will delve into the various departments and units in the organisation. This will be done because departments and units carry out the main functions and duties of the organisation.

Limitations

This study is no exception to the rule that all forms of research have limitations. As a result, it is expected that, in order to complete this study within the indicated scope, the researcher would be faced with the problem of moderating information from respondents in the name of corporate secrecy or employer victimization. The researcher will also have to deal with the issue of time. Time is a crucial limiting issue in every academic research project since students are required to work within a specific time period and present their work by a specific deadline. The study's focus on solely GIL, with little attention for the country's remaining many educational institutions, might be viewed as a severe drawback.

Organisation of the Study

The study will be divided into five main chapters with chapter one being the introduction which includes background, statement of the problem, purpose of the study, objectives of the study, research questions, statement of hypotheses, delimitations, limitations of the study, over view of literature review, over view of research methodology, significance of the study, project schedule and the organisation of the study. Chapter two will cover the theoretical framework, empirical literature review, and the conceptual framework of the study. Chapter three will contain the research methodology. Chapter four will cover the data analysis and discussions of the findings of the study, while chapter five will contain the summary, conclusions and recommendations of the study.

Chapter Summary

In conclusion, the chapter covered the study's background, problem statement, purpose, specific objectives, research questions, and research hypotheses. Other factors to consider include the study's importance, delimitations, limits, and organisation of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Chapter two of this study provides the bases for which the study will be developed. The chapter discusses the relevant literature pertaining to the discipline management and employee performance in Ghana Institutes of Languages. It mainly focuses on theories and empirical studies concerning the subject matter under consideration. For conveniences, the chapter is categorized into theoretical framework, empirical literature review, and conceptual framework depicting the relationship between the variables of the study.

Theoretical Framework

This section of research presents the theory and definitions of concepts that explain the perspective of research. The theories that are most appropriate for this study include Theory X and Theory Y by McGregor (1960), Business Ethics Theory by Crane and Matten (2007), Equity Theory by Adams (1965), and Systems Theory by Dunlop (1958). These approaches are important to the study since it will help to bring about substantial discussions to the findings of the study.

Theory X and Theory Y

This theory is credited to McGregor (1960), who created a philosophical perspective on humanity. Theories X and Y. These two contradictory views concerning people's workplace and organisational behavior. Theory X says; people

who despise working are inherently unpleasant and who are avoiding it when feasible, people who have little to no desire and people who are seeking safety above all else must be forced into practice, managed, directed and punished to attain the organisational objectives. The function of management is to force and control personnel under Theory X assumptions.

The Y theory says that when individuals are committed to goals and to self-direction, their commitment to goals depends on the incentives they receive and look for responsibility, creation and imagination, throughout the population. Theory Y says that working is as natural as playing and relaxing. People can utilize these skills to address an organisation's task and have promises. The purpose of management is to develop the potential in people using Theory Y assumptions and helping them to unlock this potential for common objectives.

This theoretical framework ties the discipline actions to the performance of workers. It also implies that a number of intermediary components have essential links. Without causing resentment, discipline should be administered to grow staff in an organisation. An organisation that maintains discipline and treats its workers properly as its customers might improve its performance. Increasing the performance of employees may maintain good staff and increase the performance of organisations by fully using disciplinary approaches. In the end, the company may perform via its staff. This study focuses on McGregor's idea and hence applies a humanistic approach. The reason is because the techniques take the organisational performance component into account. In the analysis of discipline, different techniques were utilized, which trickled down into a humanistic perspective.

The study aims to identify the manager's involvement in coercing and controlling employees, using theoretical X, in the GI. And Theory Y, in which the responsibility of management is to develop employee potential and encourage them to unleash the potential for their common goals and to affect the performance of workers in accordance with any certain theory. This theory helps managers to design an appropriate disciplinary measures to reshape the behaviour of both employees belonging to theory X and Y respectively.

Business Ethics Theory

The theory of business ethics focuses on the good and bad of business. To understand the correctness of business ethics theory, Crane and Matten (2007) infused fixed norms, values and beliefs and related morals into the social processes that define the correctness of individuals and social communities. According to Crane and Matten (2007) ethics is the study of morality and clearly define the application of the opposite sex to the rules and principles of ethical theory that confirm the correctness of a situation. Businesses are the leading providers of jobs, products and services, and their management and governance requirements make the job more difficult and complex when there are compromises. Corporate ethics is important to help identify benefits and issues related to ethical issues within an organisation and to provide a new perspective on the current and traditional perspectives of ethics (Crane & Matten, 2007).

Purcell (1987) defines business as striving for profit, development, and survival. In an optimal world, all the stakeholders, including owners, managers,

consumers, employees and suppliers would benefit from success. There may be a contradiction between the commercial aims of a corporation and its social and ethical obligations. An ethical approach will demand a high degree of commitment and involvement in policies. The commitment will be mutual and the arrangements to engage will be true, i.e., management will not just listen but will also respond to the views expressed by the staff and explain why they are unable to act. It will also be transparent and will try to sustain policies for full employment.

Keasey and Wright (2005) analyze the code of conduct and identify decision making, production, inspection and accountability structures and processes that, in turn, involve the surveillance, evaluation and supervision of organisations, to make sure they act in the interests and ethical interests of all involved parties. From the knowledge of ethics, it can be stated that various codes of conduct are regarded by defining the nature of a connection between the firm and constituency of codes of conduct as valid areas of accountability. The primary objective of the code of conduct is to restrict interest disputes and expenses caused by such a dispute between management, employees and shareholders. In order to avoid losses, Mizruchi (2004) claims that parties must be managed. In many organisations, ethical behaviors are evident. This can dramatically decrease the organisation, lead to job losses and damage organisational ideals. The Business Ethics Theory as presented above initiate the first specific objective that is to examine the disciplinary procedures practiced at the GIL. The theory also informs how the disciplinary measures should give strict cognizant with the norms of the entire society.

Equity Theory

Adams (1965) espoused that equity theory concerns people's judgments of how they are treated in relation to others. Fair treatment is treating people fairly relative to other groups of people. Equity usually involves sentiments and perceptions. A comparison process. That is not equality, meaning everyone is treated the same. Equity theory is supposed to increase the motivation to treat people fairly and decrease motivation to treat them unfairly. Important from a fraudulent point of view. There are two forms of fairness. Employee awareness and related procedural fairness, promotion of fairness handled by the company in areas such as distribution fairness and performance evaluation regarding fairness that people feel rewarded based on their contributions compared to others. And discipline is operated. The Equity Theory as presented in this study facilitate the understanding of the second specific objective which seeks to assess whether the disciplinary procedures help improve performance at the GIL.

Systems Theory

Dunlop (1958) claims that industrial relations may be regarded as a system or a web of laws that control employment and people's working behaviour. The job of the system is to set, according to this idea, regulations and procedural norms governing how much it is allocated and how parties interact or react to each other throughout the process of negotiation. Dunlop described the output of the system by taking the form: The system is expressed in many formal or informal forms, including laws or statutory orders, trade union rules, collective agreements or

arbitrations, social customs, business decisions, recognized practices or customs. Sometimes rules are defined and consistent, sometimes definitions are insufficiently consistent. Companies are sometimes concerned only with defining a phenomenon that rules recognize as norms that can only be deviated by agreement of both parties. Thus, the system of employee relations in this sense is a regulatory framework based on which the relevant parties must operate standards, that are to be seen in commonly recognized rules of behavior, standards or patterns.

Dunlop (1958) says that occupational regulations are intended to offer a minimum rights and norms framework. It may provide for internal or external norms, contain substantive, or procedural norms and may be presented as collective agreements or practices. Internal and external provisions relate to procedures for handling complaints, duplication or disciplinary issues and rules regarding employment-related operations and managerial rights. External regulations are enforced through employment law, trade union rules and user associations. Substantial procedural rules determine occupational rights and obligations. In the UK, collective bargaining parties tend more to focus than on substantive regulations on the process. They tend in the United States to depend more on substantive regulations where fixed term contracts are emphasized.

According to Armstrong (2011), procedural norms are designed to dictate interactions, particularly those including participant conflicts. Customs and practices are unwritten standards regarding how to deal with industrial relations and employment issues that management and trade unions have developed and accepted through time. Contractual customs and practices are implicit terms. The Systems

Theory as presented above aided the understanding of the challenges with the disciplinary procedures practiced at the Ghana Institute of Languages and the impact it has on the performance of the institute.

Comparatively, the given four stated theories of this study have demonstrated a common objective of ensuring fairness between the employer and employee in discipline management of an organisation to achieve performance. For Theory X and Theory Y, discipline is to be imposed without creating employee's antipathy but to improve employee performance to achieve organisational objective. For applying Business Ethics Theory in discipline management in organisation, fairness is demonstrated for success to be achieved for all stakeholders in the organisation.

It is also important to establish that the application of Equity Theory in discipline management of organisation, fairness is required to ensure high levels of employee performance and organisational growth. According to the theory, to be treated fairly means to be treated equally in contrast to other persons or groups of people. Systems Theory for that matter which is the fourth stated theory of this study also demonstrated fairness in discipline management of organisation. It explains that in a company where defined rules have been accepted as the norm by the parties involved can only be altered by agreement. Judging from the above explanations, it is important to establish that all the four stated theories used in this study (i.e., Theory X and Theory Y, Business Ethics Theory, Equity Theory, and Systems Theory) are considered to be related to each other on fairness. These

theories are also relevant to the study because they have given credence and detailed explanations to the given objectives of the study.

Conceptual Review

The key concepts defined in this study are discipline, discipline management, disciplinary procedure and employee performance. Many contemporary authors have defined these concepts in diverse ways to give the true reflections and meanings of what the concepts intend to portray.

Discipline

According to Knight (2014), discipline is “a pattern of behavior that can be traced back to a specific teaching”. This is an activity that an employee engages in in order to highlight his personal features. A workplace atmosphere, for example, reflects a specific behavior, and that conduct helps to the attainment of the employee's goal at the company. Discipline, according to Dumisan (2002), is a collection of rules and a mechanism for ensuring that disciplinary rules are followed. This implies that each organisation has its own set of "dos and don'ts" rules and regulations. The act of adhering to these sets of rules is discipline in and of itself.

According to Ajumogobia (2007), workplace discipline does not entail rigid and technical adherence to rules and regulations in order for an organisation's system to survive. Rather, it refers to a circumstance in which employees must cooperate in a normal and orderly manner, as sensible employers would anticipate.

This is very important as it increases the satisfaction of workers who can improve the target productivity and profitability of all organisations and facilities. This may be achievable only if the workplace has a set of rules or laws that control employee behavior. The absence of these rules and regulations leads to anarchy and worker unhappiness, which goes against the fundamental principles of proclaiming the foundation of such an organisation initially. Workers who behave unethically can infect others with good morals (Vonai, 2013).

Katz and Kahn (1978) point out the fact that discipline and simply orderly sanctions and punishments can be considered stable. Vonai (2013) embodies the views of Katz and Kahn and understands discipline as including control, regulation, integrity, morality, loyalty, and the conscience of a company. The earlier definition, according to these two researchers, did not consider the discipline from the perspective of management and was therefore restricted to society, whereas the latter was more advanced but not comprehensive. The terms "behavior" and "discipline" appear to be interchangeable. Employees are reprimanded because they have done specific things, not because they are terrible. As a result, discipline is focused at particular behaviors rather than people. Victor and Morris (2012) think of training as “the use of penalties to force people to participate in games according to their orders, and to notify errors in which people apply any form of punishment for breaking the rules to improve performance”. Discipline for organisational behavior is also seen by behavioral scientists as the process by which an organisation must set goals”.

Punitive action can also be punitive measures or actions taken by the organisation against the wrong employees, which is punishment for the wrong work of the employee. Disciplinary actions include correcting erroneous employees and redirecting them to goals set by them to prevent future occurrences of such wrongdoing by affected employees or potential victims. It acts as a preventative and restraining measure for the conversion of attention and goals. Disciplinary action is guided on the basis of basic principles to achieve the required purpose. Follow this guide carefully to avoid boomerangs. The concepts must be written down and disseminated to all staff in a clear and concise manner. These are frequently included in the general staff rules and regulations. A list of all employees who are affected by a given punishment is required. Organisations are expected to establish performance standards and regulations that workers are required to follow (Muhammad, 2013).

According to a further description, discipline is action done against an employee for disobeying set norms. Discipline is sometimes required to keep employees doing well. In general, self-discipline is the most effective type of discipline, as evidenced by (Bedeian, 1987). However, he believes that teaching self-discipline in subordinates will be the most challenging component of administration. Employees will perform satisfactorily if they are aware of their responsibilities (Bedeian 1987).

Discipline Management

Discipline management is described as a systematic method of monitoring and influencing all employees in an organisation in order to attain and sustain standards of behaviour (rule of conduct, or code of conduct at work) (Werther & Davis, 1989). This is seen as the creation, execution and continuous maintenance of a fair and constructive human behavior control discipline system (Opatha, 2017; Mathis & Jackson, 2000). The formation, support and maintenance of employee discipline is crucial for making every organized activity efficient and successful in an organisation, whether it's an enterprise, company, university, trade union or organisation.

The moral and industrial tranquility of employees is definitely tied to good discipline maintenance (Mamoria, 1991). In addition, Mamoria (1991) points out that, unless members of a group comply, disorder, confusion, disobedience, loyalty, anti-social and anti-organisational actions may collapse and grow at the expense of everyone. Discipline management is critical for maintaining a healthy workplace and achieving organisational objectives (Monappa, 1995). As a result, employee discipline appears to be a critical industrial phenomenon. Consequently, good management of staff discipline is critically important (Opatha, 2017). This means that the behavior of employees is regularized in accordance with defined norms to fulfill the organisation's desired objectives. The major objective of managerial discipline is to ensure that employees comply with management-determined standards of behavior in order to achieve their organisational objectives (Opatha, 2017; Opatha, 2002).

Discipline management of employees is one direct technique to influence relationships between employee management and employee management (Hackett, 1994). This will lead to unfavorable labor management relations if this shaping is not fair and correct. Workers' discipline entails punishing employees who have disobeyed organisational norms (Dessler, 1984) and are not pleasant tasks (Catt & Miller, 1991). Imposing penalties on employees naturally means penalizing workers to a particular amount that might be greater or less depending on the seriousness of the breach of the rule. Discipline is therefore prone to discrepancies, a lack of collaboration and even clashes between employees and management and trade unions. If discipline is harsh and discriminatory, then unfavorable labor relations will occur (Opatha, 2005).

Disciplinary action can have serious implications for employees, organisations and the industry, so it is based on certain principles to be fair and acceptable with employees, representatives and other stakeholders is needed. Therefore, proper employee discipline management is very important to treat individuals and promote fairness and order when conducting labor relations. Proper employee discipline also helps all types of organisations operate efficiently, effectively and productively. Discipline has been shown to have a good impact on performance (Mathis & Jackson, 2000). Although an employee may reject unfair management, efforts made to uphold fair standards can actually strengthen the norms of a productive group, resulting in increased performance and a sense of justice. It is an employee's disciplinary management aimed at attacking employee

misconduct, not an attack on individual attempts to improve employee performance (Opatha & Mithani, 2000).

Disciplinary Procedure

It is important that an organisation's disciplinary procedures outline the principles, policies, and behaviors to be followed in specific circumstances and put them in writing so that they are readily accessible to all employees Gennard and Judge (2005) advocate that “it has been the case for a number of years that a disciplinary procedure should be set out as follows: an oral warning, followed by a written warning if the required improvement is not forthcoming, followed by a final written warning if conduct or performance is still unsatisfactory, and finally, dismissal”. This approach is intended to prevent misconduct and quickly fix problems when detected. As a consequence, the first-line supervisor is generally the first person to engage in disciplinary problems. Jennings, Holley and Walters (2008) highlight that, “The first-line supervisor usually conducts the initial investigation of the facts surrounding the employee’s discipline. Furthermore, it is usually the first-line supervisor who recommends disciplinary action or has the authority to take disciplinary action against an employee”.

Due to the fact that certain rights of employees must be protected, management may decide to consider the supervisory decision to discipline the employee before taking disciplinary action. An employer can request a higher level of approval. It adheres to the principle of "good faith" and protects the organisation and its interests. Therefore, some restrictions on the boss can be introduced to

protect the rights of employees without adversely affecting the boss's beliefs about the effectiveness of the disciplinary system (Holley et al., 2008). This measure protects the organisation from being exposed to employee attacks in connection with infringement, while at the same time protecting the belief in overseeing the company's internal control processes and policies.

Along with the previous explanation of the concept of organisational disciplinary action, Billikopf (2006) pointed out the fact that there are many factors to consider before taking disciplinary action. This includes communication. Business Manual; Provide an employee handbook that describes violations, disciplinary procedures, fairness and consistency, and adapts the measures to the violation. As a communication tool with employees, employee reprimands need to be processed so that they do not induce unnecessary psychological, emotional, or physical distress. Employers make sure that certain conditions exist in order to use the tool properly and to use success effectively. In addition, the employee's job description should explain the required areas of execution in which the employee is being disciplined. This should be taken into account if performance issues arise in non-critical jobs. Or you will need to rewrite your job description.

In addition, the disciplinary action taken by the employee must be consistent with the disciplinary process outlined in the employee handbook. In his words, a well-crafted employee handbook needs to be suggestive of potential disciplinary action, but it should allow employers to act freely based on the circumstances of the employee's behavior and performance. Discipline should not be promised or considered mandatory, and a list of necessary disciplinary actions interferes with

an employer's ability to fire non-working employees. They may please lawyers, but they provide unnecessary pain to underperforming employees, co-workers, and the organisation as a whole. He pointed out that in situations like other employees, the past practices of the company need to be consistent with the discipline of current employees.

Billikopf (2006) takes the view that conflict is a potential basis for accusations of discrimination when employees of protection groups are overrepresented in disciplinary action. In that case organisation has to review its employment practices, policies, and other employment practices that may be red flags of discriminatory treatment. The degree or type of discipline taken is appropriate to the employee's performance issues. One lawyer may ask a corporate client why the problem is increasing employees' time off work. This question reconsidered that employers' choices are fairly limited if violations of employee rules or policies are an issue (Billikopf, 2006). What is important is that in similar situations, we will strive to go beyond consistency and be disciplinary "consistent with the crime. Employee disciplinary action is one in a series of disciplinary measures aimed at improving the performance of appropriately used employees and re-engaging them in their ranks.

Employee Performance

Employee performance means that the task done by a person as established and measured by a supervisor/organisation has been successfully completed and, though regarded as an established standard, resources available must be efficiently

and effectively used in a changing environment (Hwang & Thao, 2015). According to Moeheriono (2015), performance is a description of the achievement of the implementation of an activity or policy program to realize an organisation's goals, objectives, vision and mission as described through an organisation's strategic planning. Performance may be known and quantified when the criterion or criteria for the success of the company already exist for individuals or groups of employees. Astuti and Dharmadiaksa (2015) show the degree of success a person has achieved in carrying out a task in relation to a standard task or criterion previously established and decided. Sedarumayanti (2011) has shown that performance is a significant translation. It is the job of a person or organisation, and the job needs to be specific, quantifiable and proof (compared to a determined criterion)

Performance improvement require effective management of the organisation's core competencies and ongoing development that addresses the abilities of individuals and teams (Monappa, 2008). In addition, management can set outcome measures during strategic planning or when starting new projects during performance assessment when hiring employees (Bruce & Pepitone, 1999). Know what employees are expected to do, their role as part of the group and organisation, and what to do to reach management performance standards to be considered unacceptable outcomes is important (Rothwell, 1999). Modern developments in the management of human resources reveal that there are numerous factors that may be introduced in the technology and expertise dimension depending on the nature of job allocations (Mathis & Jackson, 1994).

Empirical Review

For convenience of analysis, the available literature can be categorised under the practices of disciplinary procedures of organisations; challenges with disciplinary procedures in an organisation; and effects of disciplinary measures on improving performance of employee. In accordance with the aims of the study, Muathe and Onesmus (2016) observed that many organisations have the biggest difficulty to ensuring their work is carried out physically, intellectually, and emotionally by workers who report for work. In effect, proper employee discipline management is required to assist leaders of organisations to operate efficiently, effectively and productively. This means that organisations must always guarantee that employees who are prepared to contribute positively to the achievement of organisational objectives and achieve the stated aims are involved.

Practices of Disciplinary Procedures of Organisations

In the study of Knight and Ukpere (2014) it was established that the consistency in the application of the same rules to all employees within an organisation is always not the case as some employees get off “lighter” than others for committing the same misconduct or breach of rule. The reason given in the focus group interview is that managers are not subject to the same sanctions as "favorite" employees and "dislike" staff. "Hate" employees are disciplined for slow production, while "good" employees are not. The social relationship between leaders and workers plays a major role in behavior, a workforce that knows that if there is no "favorite" person among leaders, they will be punished for mistakes and

behavior. Pull out a significant part of. Therefore, for whatever reason, it deviates from normal workplace practices (Knight & Ukpere, 2014).

Du Plessis and Fouche (2006) point out that employers are prosecuted for unfair labor practices if they engage in unfair labor practices when they take disciplinary measures other than suspension and termination of employees. Therefore, employers must ensure that they act appropriately when dealing with disciplinary action, and that conduct must be applied to everyone in a reliable manner. If this is not realized, the trust relationship built between employer and employee may be damaged.

Another study conducted by Imel (2011) seeks to determine whether organisational disciplinary procedures are linked to a healthy work environment. The findings substantiated that during the interview, the employee stated that the leader's inconsistent application of disciplinary action at work resulted in reduced productivity as a result of injustice; Hostility between employees and between employees and leaders. Employees are treated differently with respect to the application of the Company's disciplinary measures. In a similar study Imel (2011) intended to determine if disciplinary measures and processes inside the studied organisation were transparent and available. The results showed that most respondents replied negatively. The result was due to the lack of a notification board in other departments, whereby the rules and procedures were only posted on a few of notification boards inside the plant.

Challenges with Disciplinary Procedures of Organisations

When rules are made for an organisation, they stand a chance of being flouted by employees. Discipline is applied to ensure that the rules are kept for the success of the organisation. Sometimes, instead of just disciplinary measures, punitive measures are applied to address negative vices. Studies have demonstrated that though, effectiveness of disciplinary procedure has been high in organisational settings; there are issues including the failure of management to train disciplinary staff, incoherence in the administration of disciplinary processes and in particular unwarranted union disruptions (Meyer et al., 2014; Zheng et al., 2010; Robbins, 2008).

Vonai (2013) studied a theoretical analysis of the types of discipline that can be adopted or applied by an organisation without compromising employee motivation and outcomes. In this study, we observed that most organisations and managers were under increasing pressure. Controversial competition guarantees customer demands, customer management, and financial constraints reassess the discipline model. In this study, the punishment model, the proofreading model, used revisionist and metaphorical discipline models. He concluded that the disciplinary system should be at a level that does not interfere with the motivation and will of employees. Analysis of various disciplinary approaches (eg, inquiries, warnings, and withdrawal of compensation) refers to the purpose of an organisation to make discipline a corrective mechanism rather than a punishment tool.

Punishment is not being positively reviewed by organisational psychologists for some reason. First of all, it is thought that employer punishment

produces unwanted side-effects (for example, anxiety, violent conduct or feeling towards punishers or passive ones). In addition, employees may exhibit aggression (eg, sabotage), or attempts to escape or evade (eg, absenteeism) by a punishing agent. An emotional response to punishment may result in an inability to pay attention to work that happens quickly, and possibly a temporary decrease in productivity and quality of work as a result (Baum 1986; Armstrong, 2003).

According to laboratory experiments, punishment gets a positive reaction about the cause of the punishment. In a study of disciplined organisations, Joe, Richard, and Sandford (2011) can misinterpret the occurrence of discipline when scholars do not explain the dynamic ways in which organisations and management form sanctions patterns. I am proposing. Draft (2009) suggests that managers must be carefully punished to ensure that employees do not abandon their high-performance attitude. This, according to the study, brings to light the fact that business is dependent upon how well the manager manages disciplinary measures. This means that employee behaviour is a true reflection of the manager's attributes.

According to Chion (2004), a mix of management and employee personalities, working environment, pressures and effective management tactics and tactics is effectively managing the balance between discipline and results. According to this study, poorly performing people can easily perform and discipline because their unique set of skills, a combination of dispute resolution techniques, requires an understanding of empathy, a high level of emotional intelligence and the impact of law. Can be resolved and the administrator has shown that there are few.

Crete (1995) further confirmed this notion, which suggested that discipline and business performance were synergistic. The author points out that the feedback on his achievements has a significant impact on the disciplinary system, as he is responsible for the behavior of his employees. He needs to use tools tagged with the Performance Assessment Guide (PAG) to ensure that the organisation provides job standards, employees receive feedback on results, and the job standards are set. He emphasize that there is no. This guide emphasizes the concept that once job standards are set, employees can continue to receive feedback on their achievements, and it is the obligation of the seniors to see why. Action plans may be prepared, implemented and amended post-investigation plans which can provide disciplinary measures.

The learning point from literature is that when managers employ punitive measures in trying to achieve organisational goals, they end up creating unfriendly scenarios that finally lead to poor performance. This present study noticed a gap in literature with regards to spelling out the real factors that one may say are the dimensions of discipline management in a true Ghanaian public service setting. This study cannot wholly fill the gap, which calls for further research efforts.

Influence of Disciplinary Procedures on Employee Performance

According to the results of Warris (2015), established in a study by Aprilynn and Putu (2018), discipline has a significant impact on improving the performance of Satlantas Polresta Pekanbaru members. Also, the study findings of Robbins (2008) proved that discipline, in part, has a positive impact on employee

performance. Zheng et al. (2016) proves that the same performance of employees has a positive impact on employee discipline. Meyer et al. A study in (2014) demonstrated that improved staff performance was partially affected by business discipline.

The findings of Ignatius and Rulyanto (2017) prove that discipline has a positive impact on employee performance. Apalia (2017) says disciplining employees has a positive impact on outcomes. Idris and Alegbeleye (2015) say that the same level of discipline owned by employees affects performance. The association between discipline at labour and organisational productivity in Nigeria's southern-south region was investigated by Patrick (2015). The results show that the discipline and organisational productivity of selected manufacturing enterprises are related positively and significantly.

In AngloGold Ashanti, Obuasi Mines, Ghana, Wedega (2012) offered an empirical evaluation of the effects on employee time and performance of disciplinary processes. The results have shown that workers' impression of discernment is favorable for transformation and results in an improved performance of their staff. Heru and Heru (2018), utilizing empirical evidence from the DwiArsaPersada Foundation, evaluated the effects of communication and the work discipline on employee performance. This resulted in a considerable prevision of employee performance via communication and work discipline. Marsela (2017) has researched the perceived impact of the Baringo County Government in Kenya on disciplinary action on employee performance. The findings demonstrate that

disciplinary measures that substantially drive employee performance include verbal reprimand, written reprimand, and suspension, waiting for inquiry, and firing.

As predictor of employee performance at Krakatua Argo Logistics, Indonesia, Ignatius and Ruliyanto (2017) studied competencies, training and discipline of work. The results showed that the individual impact on employee performance of competence, training and occupational discipline is important. Knowledge became the most important characteristic with 54.2% followed by 20.3% training and 16.2% working discipline. Warris (2015) performed a similar study, revealing the considerable impact on employee performance of individual skills, training, and discipline. The most important indicator of employee achievement has arisen from job discipline.

Cerdaryana, Luddin and Yetti (2018) investigated the impact on the Ministry of Research and Technology's employee performance of Indonesia of work discipline, work career growth and job satisfaction. The conclusions demonstrated the considerable prediction of employee performance with regard to work discipline, career growth and satisfaction. The relevance of organisational efficacy of discipline in the Nigerian Customs Service was examined by Idris and Alegbeleye (2015). The study findings shown that indiscipline affects employee performance and organisational efficiency. Furthermore, disciplinary transparency has been proven to address indiscipline among customs service workers.

Conceptual Framework

On the basis of the above literature reviews and theories, it is obvious that discipline management in an organisation has influence employee performance either positive or negative. The conceptual framework of this study has therefore been outlined to show the relationships between the given variables as illustrated in Figure 2.1.

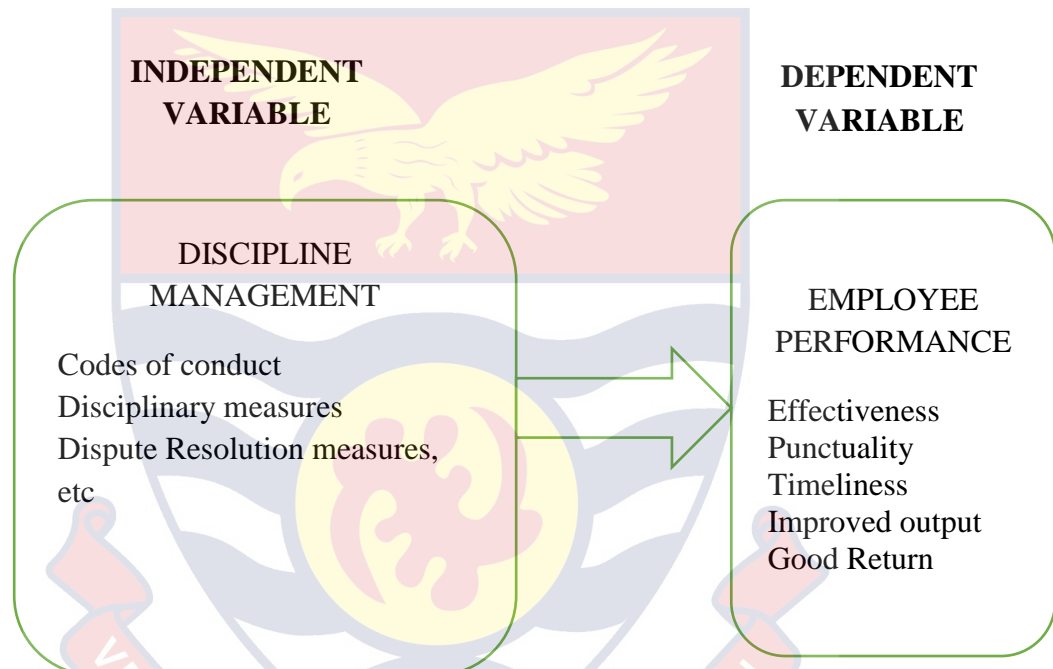


Figure 1: Conceptual Framework on Discipline Management and Employee Performance

Source: Authors Own Construct.

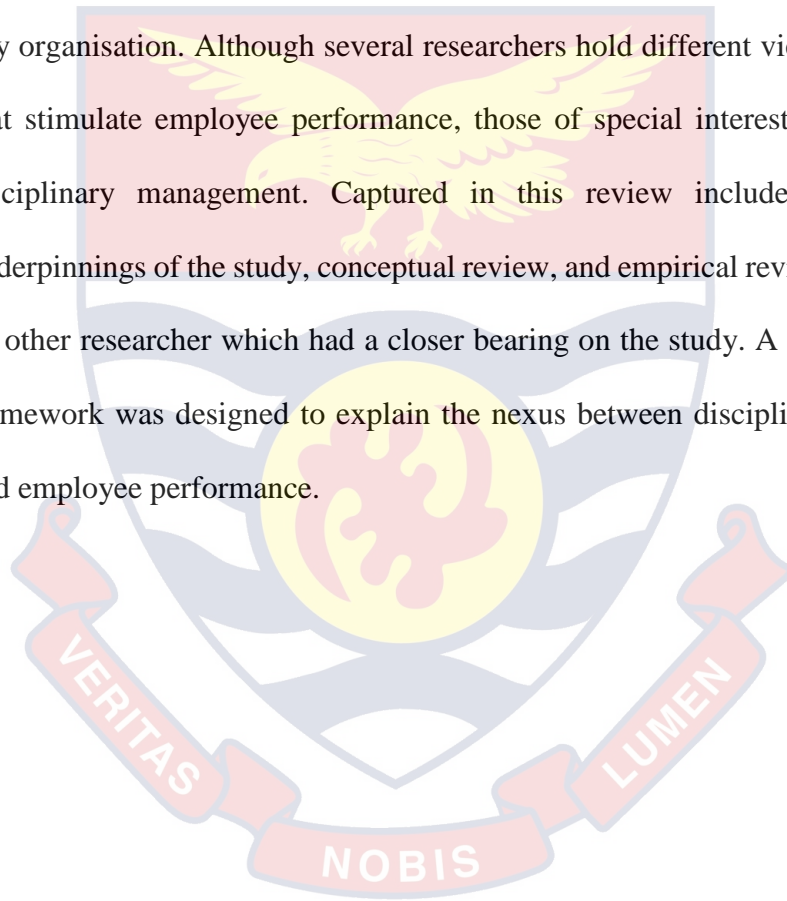
The statement of hypothesis to be tested in this research work is stated as follows:

H₀: Disciplinary procedure has a positive influence on improving employee performance in the GIL.

H₁: Disciplinary procedure has a negative influence on improving employee performance in the GIL

Chapter Summary

This chapter undertook a review of extant literature that had closer association with the theme of the study. From the review, extant literature has alludes that proper disciplinary management influences how employees performance on their respective jobs within an organisation. The review of the literature brought to light the major factors that influence employee performance in any organisation. Although several researchers hold different views on the factors that stimulate employee performance, those of special interest in this study are disciplinary management. Captured in this review includes the theoretical underpinnings of the study, conceptual review, and empirical review of works done by other researcher which had a closer bearing on the study. A proper conceptual framework was designed to explain the nexus between disciplinary management and employee performance.



CHAPTER THREE

RESEARCH METHODS

Introduction

The details of the research methods are presented in this chapter to show the research design, study area, population, sampling procedure, data collection instruments, data collection procedures, and data processing and analysis. It finally concludes with a chapter summary.

Research Approach

Research approaches are research strategies and processes which range from wider hypotheses to particular data collecting, analysis and interpretation methodologies. In essence, two major research methodologies are quantitative and qualitative (Church & Rogers, 2015). The mixed method is a third technique to research, i.e., the use of quantitative and qualitative methodologies for research, in a study, usually known as the mixed approach. The quantitative method entails quantitatively generating data that can be rigorously and formally submitted to rigorous quantitative analysis. The qualitative approach, however, is to assess behaviour, opinions and attitudes subjectively (Saglam & Milanova, 2013). In these circumstances, research relies on researchers' insights and impressions. The conclusions of this study approach are not quantitative or not absolutely quantitative and analytical (Blaikie, 2010).

Due to the nature of this research, a quantitative approach has been employed. This strategy is considered to be acceptable since it collects accurate

data utilizing statistics, figures, graphs, tables and other graphics from diverse sources (Thamhain, 2014). In Creswell's 2007 work, three large categories have been categorised as quantitative research methodologies; cause-based, descriptive and experimental. Quantitative approaches are well-organized techniques of getting the most significant information from a big number of persons. It also contributes to important discoveries (Easterby-Smith et al., 2012; Thamhain 2014).

Another advantage is that quantitative data will help generalize findings (Saglam & Milanova, 2013; Church & Rogers, 2015). This study chose this design because, as Mitchell and Jolley (2007) noted, it is practical and appropriate to investigate the nature of phenomena, not simply to recognize and clarify them. Mixed-method approaches are not considered in the study, as this study is purely statistical and, in essence, is a calculation by focus.

Research Design

The foundation of any good project work is frequently impacted by the kind of research design. The approach for research design includes the complete study process from the conceptualization of problems, the development of research questions, the gathering of data, analysis, interpretation and report writing (Creswell, 2007; Thamhain, 2014). It also outlines the gathering and analysis of data and afterwards identifies relevant research methodologies (Thamhain, 2014). Description, exploration and rational explanation based upon evidence were widespread, helpful purposes and key research goals (Creswell, 2007).

For this study a descriptive research design was employed throughout this investigation since it describes completely the features of the studied population. This design best suited because Easterby-Smith, Thorpe and Jackson (2012) believe that descriptive research provides an overview of the natural condition. It may be utilized as a justification for existing behaviour, judgment and development of theories. It also describes a phenomena that clearly answers the questionnaires, interviews or observations of who, what, where, why, and ways (W6) for the study topic when data is obtained (Easterby-Smith et al., 2012).

Study Unit

The study was conducted at the head office of the Ghana Institute of Languages (GIL), and its new branch office at East Legon. The Head office can be located at the central part of the Accra Metropolitan Assembly. It lies off Barnes Road in the education loop. The head office is made up of the school of languages and the administrative staff, while the East Legon branch housed the school of translators and bilingual Secretaryship. In 1961 the first President of the Ghana Republic, Osagyefo Dr. Kwame Nkrumah, set up the Institute under the ministry of education.

By legislative instrument (LI) 114, 1963, the Institute was linked to the office of the President. The translator's school was founded in 1964. The Legislative Instrument (LI) 114 was cancelled in 1969, and decree 324 of the National Library Council replacing it granted the institution the status of independent authority, appointed by the board of directors for education, culture and sport by the

Commissioner for Education. It was then put under the supervision of the Foreign Ministry. At present, under the Ministry of Education Science and Sport the National Council for Tertiary Education (NCTE) has the supervision role of the institute. The Institute was founded to educate foreign languages in order to foster Pan Africanism and friendly Ghanaians-foreigners ties. These aims were kept and increased in their quality and breadth via the training and professional training of bilingual secretaries and translators in seven languages, namely Arabic, English, French, German, Russian, Spanish and Portuguese at beginner and middlemen and advanced levels.

Population

The institute operates with 67 employees at the head office in Accra, 23 at East Legon campus, 26 in Kumasi campus and 14 at Tamale campus totaling one hundred and thirty employees, as illustrated in Table 1.

Table 1: Target Population of the Study

Office Locations	Staff Populations			Total
	Management	Senior	Junior	
Head Office Accra	13	39	15	67
East Legon Campus	2	13	8	23
Kumasi Office	2	15	9	26
Tamale Office	1	8	5	14
Total	18	75	37	130

Source: HR Department of GIL in Accra

In order to carry out this study, managers, senior and junior officials of headquarters, and East Legon campus are strategically identified as described in Table 2, were deemed appropriate to be selected as respondents because they have in-depth knowledge on the disciplinary measures of the organisation and how it can be manipulated to warrant the needed performance from the employees. This definition of population in this study is appropriate because it is made up of policy formulators and implementers who can rightly speak to the issues of disciplinary management in the organisation. It is also important to indicate that head offices are the custodians of policies that governed the establishment and day to day running of any organisation. Therefore, chosen the head office and a branch office in Accra are appropriate to facilitate the needed information for this study. Research population is the overall total assessed by individuals, organisations, industries, companies, departments and sections (Proctor, 2003). The research population might potentially include all the individuals of the study target group stated by the study's goals (Nwana, 2008). Sometimes population is called the universe.

Table 2: Study Population

Office Locations	Staff Populations			Total
	Management	Senior	Junior	
Head Office Accra	13	39	15	67
East Legon Campus	2	13	8	23
Total	15	52	23	90

Source: HR Department of GIL in Accra

Sample and Sampling Procedure

The random sampling technique was employed in this investigation to choose the appropriate sample size. The random sampling technique was employed because it is a probability sample technique which delivers a level playing field to every constituent of the population. This strategy is closer to a realistic population representation. This sampling methodology allows the easy estimation of sampling errors (Shaughnessy, Zechmeister & Zechmeister, 2006). The researcher employed the sampling size determination formula designed by (Scott, 2013). Sample Size = $(Z\text{-score})^2 \times \text{Std. Dev.} \times (1\text{-Std. Dev.}) / (\text{margin of error})^2$ Where; Z-score = 90% gives a confidence level of (1.645), Std. Dev. = 0.5, Margin of error (confidence interval) = +/-9%

$$\begin{aligned} \text{Sample size} &= [(1.645)^2 \times 0.5(1-0.5)] / (.09)^2 \\ &= (2.706025 \times 0.25) / 0.0081 \\ &= 0.67650625 / 0.0081 \\ &= 83.5 \approx 84 \end{aligned}$$

Therefore 84 respondents are needed as the sample size for the study. Therefore, determining the sample size of each staff grouping of the population the study employ proportional allocation where each sample size is given as follows:

$$n_i = \frac{P_i}{P} \times \frac{n}{1}; i = 1, 2, 3, \dots, \dots, \dots, \dots, \dots, \dots, \dots, \dots, \dots, 9$$

P_i = the population of staff under every staff category.

P = Total population under study.

n = Total sample size of the study.

n_1 = Total sample size of each staff category.

$$n_1 = \frac{15}{90} \times \frac{84}{1}$$

$$n_1 = 14$$

This calculation is therefore repeated for the remaining two staff categories to obtain the total sample size of 84 as illustrated in Table 3.

Table 3: Sample Size Determination of Study Population

Staff Categories	Staff Populations		Total Staff Population	Total Sample Size
	Head Office	East Legon Campus		
	Management Staff	13		
Senior Staff	39	13	52	49
Junior Staff	15	8	23	21
Total	67	23	90	84

Source: HR Department of GIL in Accra

Therefore, the sample size for the study is made up of 14 management staff, 49 senior staff and 21 junior staff of the GIL operating at the head office and East Legon branch. The breakdown of sample size among staff categories at the head office and East Legon Campus are stated in Table 4. According to Sudman (2009) almost any sample size would be enough if descriptive statistics, e.g., average, frequencies, were to be utilized. He stated, that a comparison study of subgroups could need modifications to the sample size. Furthermore, as Sudman (2009)

indicated, for each main group or subgroup in this sample a minimum of 100 elements is required and a sample of between 20 and 50 elements for each minor substratum is required. It is no distance from what Kwabia mentioned in his book “Elements of Social Statistics” (2006) that a small-scale study with a sample size of 30 to 40 individuals is regarded enough.

Table 4: Sample Size Populations of the Study

Staff Categories	Sample Size Populations		Total
	Head Office	East Legon Campus	
Management Staff	12	2	14
Senior Staff	37	12	49
Junior Staff	14	7	21
Total	63	21	84

Source: HR Department of GIL in Accra

Data Collection Instruments

A structured questionnaire was used as the main primary data collection instrument in this study. The questionnaire contains close-ended questions. Causal studies are very structured by nature (Maxwell, 2012) thereby demanding structured means of primary data collection. A questionnaire is a formalized set of questions for obtaining information from respondents (Singer & Couper, 2020; Malhotra & Birks, 2007). Young and Javalgi, (2007) provided that surveys using questionnaires are perhaps the most widely-used data-gathering technique in

research and can be used to measure issues that are crucial to the management and development of businesses (Malhotra & Birks, 2007).

The closed-ended questions require respondents to choose from among a given set of responses and require the respondents to examine each possible response independent of the other choice. The close-ended items employed checklist (a list of behavior, characteristics, or other entities that the researcher is investigating), Likert scale (which is more useful when behavior, attitude, or other phenomena of interest needs to be evaluated in a continuum) dichotomous questions and multiple-choice questions (Leedy & Ormrod, 2010). Generally, McColl (2005) posits that there are distinct advantages in using questionnaires rather than interviews. Data analysis is made easier and straight forward when structured questions are used for primary data gathering. Besides, an easy-to-use questionnaire reduces measurement error and the potential for nonresponse errors of the research participant (Singer & Couper, 2017; Mutepfa & Tapera, 2019). The first part featured demographically based data (such as classification), and the second half contained close questions concerning the study objectives which should be measured using a Likert kind of five-point answer, anchored in a strong agreement (5) to Strongly Disagree (1).

Data Collection Procedures

Before the study was conducted, the university requested approval by letter from the head of human resources. During the conduct of the survey, the contents and purpose of the study were explained to the respondent, and obtained their

understanding and obtained their consent. Respondents have been informed that responses will be used for research purposes only and will be kept confidential without any criticism. In addition, confidentiality is ensured by not requiring the respondent's name to be written. Participants were also informed that they had the right to discontinue the study on their own initiative. They did not coerce or threaten. A friendly atmosphere was maintained during the data collection period.

The internal and external validity and reliability of the research instrument questionnaires were assessed. A reliability tests were performed on many items under each construct to ensure that all items are connected and aggregated to generate a total score for each construct (Bryman & Bell, 2003). The exam was administered using the “Cronbach's alpha” methodology. Cronbach's alpha (0.70) is a reliability metric that measures the variance considered for by the actual score of the "underlying concept”. The construct is the measurable theoretical variable (Bryman & Bell, 2003). When study values varied from 0.70 to 0.90, the Cronbach alpha values may be fairly accepted. This indicates "a stronger association between the test items is a larger value, and a smaller value signifies a weaker association" (Mohamad et al., 2015). The questionnaire created for this study was carefully examined by the thesis supervisor to assess its validity. it was then subjected to reliability test with the help of SPPSS, to ascertain how reliable the questions at answering the study objective. The reviewed questionnaire was pre-tested using Five (5) interviewees from the research region to make sure all questions were fully understood and without any ambiguities or typo-errors.

Data Processing and Analysis

The questionnaires filled out by the respondents were evaluated and encoded using Statistical Package for Social Sciences (SPSS Version16) and Microsoft Excel. Descriptive statistics were used to examine the data (ie, mean, standard deviation, etc.). The chi-square (χ^2) test was employed to assess hypotheses drawn from the meaning of experience that came from the theoretical literature. Frequency distribution tables and diagrams were also used. SPSS and Microsoft Excel applications were used by the researchers in this study to evaluate the data. This is due to the fact that it is the most effective and extensively utilized computer program for social scientists' quantitative data analysis (Bryman & Bell, 2003). As previously stated, quantitative data were obtained using questionnaires and evaluated using descriptive statistics.

Chapter Summary

This chapter has provided information as to how the primary data for the study was collected, organized, analyzed, and presented for further analysis and discussion. This chapter also presented information on the design of the study and the scientific approach it took in terms of approach to data needs, statistical techniques, and systematic inquiry into the investigation under consideration.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

The fourth chapter of this study basically captured the results and discussions of the findings. The analysis of the data included the various means at which data was collected in the field and other sources were merged to give clear understanding to the data. This includes verifying the validity and reliability of questionnaire question items, as well as tabulating and statistically analyzing field responses. The comprehensive fieldwork analysis are shown below.

Demographic Characteristics of Respondents

The demographic interpretation of the study as demonstrated in Table 5 and 6 includes gender, age, and staff categorization. Others include educational level of education and length of service of the sampled respondents. The total estimated sampled size of the study was eighty-four (84) respondents made up of every category of staff. The actual total number of selected staff that responded to the questionnaire was seventy-two (72) respondents' representing 85.7% response rate. The distribution of respondents' gender as revealed by the data established that out of the 72 respondents majority of 55.6% were male with the female counterpart recording 44.4% as the minority respondents. The sampled respondents were aged between 18 and 50 years and older. The age group accounted for a majority of 33.3 percent of 34-41 years, 22.2 percent for 26-33 years of age, while a minimum of 11.1 percent for 18-25 years of age. The majority of respondents were senior

employees, 54.2% were junior employees, and 8.3% were junior employees, as demonstrated in Table 5.

Table 5: Respondents Gender, Age and Staff Category

Variable	Frequency (F)	Percentage (%)
Gender		
Male	40	55.6
Female	32	44.4
Total	72	100.0
Age		
18 – 25 years	8	11.1
26 – 33 years	16	22.2
34 – 41 years	24	33.3
42 – 49 years	13	18.1
50 and above	11	15.3
Total	72	100.0
Category of Staff		
Management staff	6	8.3
Senior staff	39	54.2
Junior staff	27	37.5
Total	72	100.0

Source: Field Data (2021)

Level of Education and Length of Service of Respondents

The majority of respondents (30.6 percent) had a bachelor's degree, 27.8 percent had secondary education, and 13.9 percent each had an HND and a master's degree. Others (11.1%) were professionals. The majority of respondents (31.9 percent) had worked for the institute for 16 years or more, 29.2 percent for 11 – 16 years, and 25 percent for 5 – 10 years. As seen in Table 6, the remaining 13.9 percent worked for the institute for fewer than 5 years.

Table 6: Respondents Level of Education and Length of Service

Variable	Frequency (F)	Percentage (%)
Level of Education		
Secondary education	20	27.8
HND	10	13.9
Professional	8	11.1
Bachelor's Degree	22	30.6
Master's Degree	10	13.9
PhD	2	2.8
	72	100.0
Length of Service		
< 5 years	10	13.9
5 - 10 years	18	25.0
11 - 16 years	21	29.2
> 16 years	23	31.9
	72	100.0

Source: Field Data (2021)

Reliability Test Analysis

Table 7 contains the results of the reliability test performed on the variables to verify that each variable measured items are in the same group and measured what it was designed to measure effectively. In order to check the uniformity of replies to each of the items studied, a reliability test was also carried out. The alpha technique of Cronbach (0.70) for testing was used. An appropriate degree of internal dependability coefficient was given with a value of 0.7 or greater (Nunnally, 1978). As shown in Table 7, the Cronbach's Alpha for three of the four constructs was more than 0.7, indicating an adequate degree of internal reliability. This indicates that the question items specified under these constructs were properly connected and aggregated to provide a shared perspective of the linked constructs. Cronbach's alpha for the remaining one construct was often found above the 0.7 Cronbach's Alpha threshold.

Table 7: Reliability Statistics Output

Variables	Total Number of Observed (N)	Cronbach's Alpha (α)	Number of Items
Knowledge of Disciplinary Procedures	72	0.916	6
Challenges with Disciplinary Procedures	72	0.872	10
Perception of Disciplinary Procedures	72	0.696	5

Source: Field Data (2021)

Descriptive Analysis of Variables

The mean was commonly employed as a measure of central tendency in this study's analysis to give a systematic and summary picture of field data. It was utilized to find the distribution's center and a single number that best reflects the whole dataset for each configuration. Means were expressly employed in the introduction data as a major alternative to the median. It is obvious that methodological and statistical books for ordinal data demand the use of means or modes based on a central propensity measure (Jamieson, 2004). This is due to the fact that the mathematical operations necessary to determine the median (and standard deviation) are incompatible with ordinal data, which often represents vocal utterances. As Kuzon Jr asserts (1996). There is no fairness and just half the usual amount of good. Even when assigning numbers to represent something fair and decent, this is true.

The frequency or percentage of replies are two more descriptive statistics that may be used to describe ordinal data (Jamieson, 2004). The mean for each construct per observation was calculated for the analysis of this study. This gave a single number for each building every comment, as Bryman and Bell requested (2003). In order to produce a summary view presenting replies per responder, the mean score matrix specified per construct observation was established. For further calculation and analysis, the entire average score matrix including replies for all 72 observations has been loaded into SPSS software.

In this study, it is vital to note that the dependent and independent variables are based on a Likert 5-point scale. Table 8, of this study summarizes the mean (\bar{X})

and std. deviation (SD) of the variables. The results as established proposes that the mean score of all the variables ranges from $X = 2.78$ to $X = 4.19$. This indicates that most respondents share slightly similar opinions on all the variables presented, such as knowledge, challenges, perception, and effects of disciplinary procedures. All the std. deviations values were less than 1.00 ($SD < 1.00$), showing that the variations in respondents' opinions were small. Comparing the mean values of the four constructs as discussed in Table 8, we can conclude that all the discussed variables are all linked to discipline management and employee performance in GIL.

Table 8: Descriptive Analysis of Variables

Variables	Mean (X)	Std. Deviation	N
Knowledge of Disciplinary Procedures	3.85	0.883	72
Challenges with Disciplinary Procedures	4.19	0.786	72
Perception of Disciplinary Procedures	2.78	0.988	72
Effects of Disciplinary Procedures on Performance	3.97	0.777	72

Source: Field Data (2021)

Knowledge of Disciplinary Procedures

This section of the analysis provided result on the key variables employed for the study. In this analysis scores of the Mean (X) and Std. Deviation (SD) was employed to measure the constructs that represents the employees' levels of

knowledge on disciplinary procedures in GIL as presented in Table 9. Among the five stated variables of disciplinary procedures, termination of employment was highly rated and ranked first with the mean and std. deviation scores of ($X = 4.58$; & $SD = 0.611$). This suggestion is an indication that employees at GIL have knowledge of the fact that employees' appointment can be terminated if the lay down rules and regulations governing of the institute are violated. The second, third and fourth highly rated variables with total mean and std. deviation scores of ($X = 4.47$; 4.39 ; & 3.66 ; and $SD = 0.852$; 0.871 ; & 0.974) were written warning, verbal warning, and suspension without pay. This decision is an indication that employees knew that disciplinary procedures or actions exist in GIL except the fact that there is suspension pending investigation, which was the least rated variable with the mean and std. deviation scores of ($X = 2.15$ & $SD = 1.109$). The overall total mean and std. deviation scores of ($X = 3.85$ & $SD = 0.883$) suggest that employees of GILs knew that disciplinary procedures or actions exist in the GIL.

Table 9: Employees' Levels of Knowledge on Disciplinary Procedures

Variables	Mean (X)	Std. Deviation	Ranking
Verbal warning	4.39	0.871	3 rd
Written warning	4.47	0.852	2 nd
Suspension without pay	3.66	0.974	4 th
Termination of employment	4.58	0.611	1 st
Suspension pending investigation	2.15	1.109	5 th
Valid N (listwise)	3.85	0.883	

Source: Field Data, 2021

To enquire further, respondents were asked to state if employees of GILs were well educated or informed about disciplinary procedures or actions. In response, majority of 30.6% disagree to the statement, while 22.2% remained neutral to the statement. On the other hand, 19.4% strongly disagree, 15.3% agree, and 12.5% strongly agree to the statement as illustrated in Figure 2. The implication of this outcome clearly suggests that employees of GILs are not well educated or informed about disciplinary procedures or actions of the institute. The findings of Meyer et al (2014); Zheng et al (2010); and Robbins (2008) are consistent with the current findings as established in the immediate preceding paragraph. Their findings identified management inability to educate workers on disciplinary procedures, even though organisational settings hold effectiveness of disciplinary procedure in high esteem.

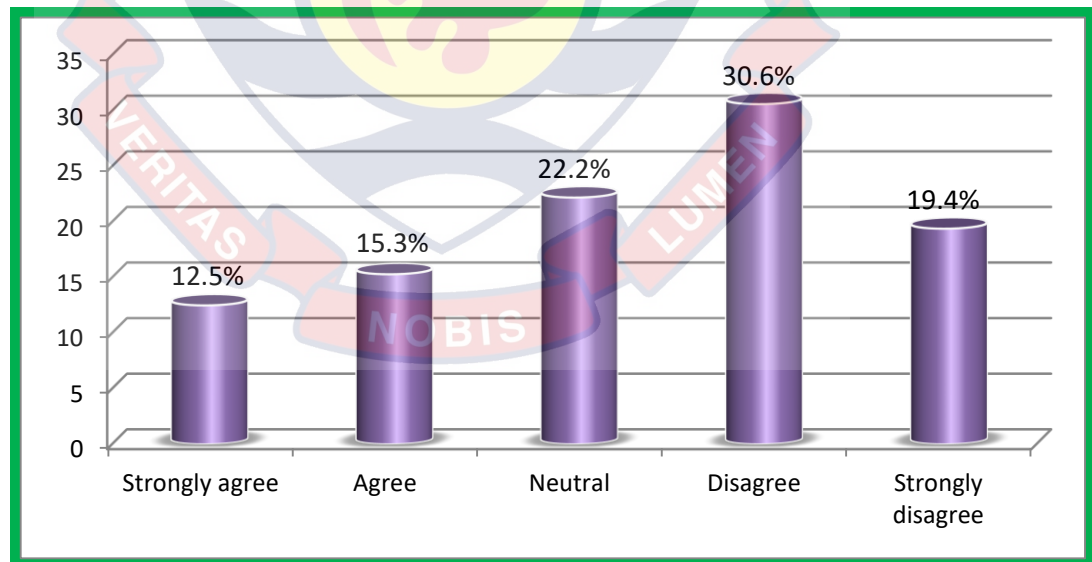


Figure 2: Knowledge of Education on Disciplinary Procedures in GILs

Source: Field Data (2021)t

Challenges with Disciplinary Procedures

This section also sought to provide finding relating to the second objective of the study. Which sought examine the challenges encountered in implementing to disciplinary measures. In this assessment mean and standard deviation was employed to analyse the objective accordingly. The results were captured in Table 10. These challenges were ranked based on the mean value of the responses gathered from the respondents. The results revealed that poor education on disciplinary procedures with the total mean score of ($X = 4.67$) is one of the main challenges with the disciplinary procedures in GIL. This view is ranked as the first among the ten stated challenges, while the second ranked challenge with the mean score of $X = 4.58$ is the lack of objectivity in handling disciplinary matters. Use of discipline as punishment tool was ranked as the third challenge with the mean score of $X = 4.56$. The fourth challenge is Disciplinary procedures are not visible within the institution with the mean score of $X = 4.55$. Lack of procedural fairness in disciplinary hearings was fifth ranked challenge with the mean score of $X = 4.39$. These together with other challenges as ranked are illustrated in Table 10.

The results of Meyer et al (2014); Zheng et al (2010) and Robbins (2008) on the problems associated with disciplinary proceedings, as presented in table 10, support The findings have shown that the management's failure to train staff in disciplinary procedures, incompatible disciplinary process administration, and unnecessary interruptions in disciplinary proceedings are present. It is also evident in the findings of Vonai (2013); Baum (1986); and Armstrong (2003) that discipline is used as a punishment tool by some leaders in organisations. This inference is

consistent with the existing data, as shown in Table 10 of this study. To underscore, the researchers came to the conclusion that employees' emotional reactions to punishment may cause them to be unable to pay close attention to their job tasks, resulting in a decrease in productivity and quality of work done. According to Joe et al. (2011), punishment causes an aggressive reaction to the source of the punishment.

This conclusion is consistent with the outcomes of the current investigation, as seen in Table 10. On this basis, Draft (2009) argues that managers should use caution when dispensing punishment in order to prevent employees from abandoning high-performance mindsets.

Table 10: Challenges with Disciplinary Procedures

Variables	Mean (X)	Std. Deviation	Ranking
Poor education on disciplinary procedures.	4.67	0.512	1 st
Inconsistent application of disciplinary procedures.	4.10	0.806	7 th
Unfair application of disciplinary procedures	4.35	0.723	6 th
Use of discipline as punishment tool.	4.56	0.847	3 rd
Unnecessary Union interruptions of disciplinary procedures.	3.02	0.994	10 th
Application of disciplinary procedures discriminatively.	3.66	0.961	9 th
Lack of objectivity in handling disciplinary matters.	4.58	0.611	2 nd
Officers lacked the knowledge in disciplinary matters.	4.04	0.753	8 th

Disciplinary procedures are not visible within the institution.	4.55	0.836	4 th
Lack of procedural fairness in disciplinary hearings.	4.39	0.820	5 th
Valid N (listwise)	4.19	0.786	

Source: Field Data (2021)

Perception of Disciplinary Procedures

Respondents were given five statements on which they should state their opinions on disciplinary procedures or actions in GILs. Respondents agreed that, when carried out fairly, the institution's disciplinary processes transform personnel. This statement was rated very high and ranked first with total mean and std. deviation scores of ($X = 4.69$; & $SD = 0.679$). The second rated opinion with a total mean score of ($X = 3.78$) and Std. Deviation score of ($SD = 0.825$) suggest that Disciplinary procedures of the institution demotivate employees, while the third rated opinion with total mean and std. deviation scores of ($X = 2.44$; & $SD = 0.989$) also suggest that leaders of the GIL do not apply the same rules to all employees. Respondents totally disagree to the opinion statement that suggests that the institution's disciplinary measures lead to a healthy working atmosphere. This statement was fourthly ranked with a mean and std. deviation scores of ($X = 2.34$; & $SD = 1.117$). They also disagree to the statement that indicates that leaders treat all employees in the same manner.

This was the least ranked opinion statement in the construct with the mean and std. deviation scores of ($X = 2.24$; & $SD = 1.036$). This decision probably

suggests that employees are sanctioned differently with the same offense. This suggestion is also an indication that leaders of the GIL discriminate in the matters of disciplinary actions as illustrated in Table 11. According to Knight and Ukpere (2014), managers do not apply the same rules to all employees inside an organisation. They claim that certain employees get off "lighter" than others for the same wrongdoing or rule violation. These results are in line with the existing findings, as shown in Table 11. The findings of Imel (2011) further show that the study organisation's disciplinary processes did not result in a healthy working environment. This is consistent with the current findings, as seen in Table 11. Imel (2011) discovered in the same study that disciplinary policies and processes were not transparent or accessible within the research organisation. This result is likewise consistent with the existing findings, as seen in Table 11.

Table 11: Opinions on Disciplinary Procedures or Actions in GIL

Variables	Mean (X)	Std. Deviation	Ranking
Leaders treat all employees in the same manner.	2.24	1.036	5 th
Disciplinary procedures of the institution demotivate employees.	3.78	0.825	2 nd
Leaders apply the same rules to all employees.	2.44	0.989	3 rd
Disciplinary procedures of the institution transform employees whenever carried out objectively.	4.69	0.679	1 st
The institution's disciplinary procedures lead to a healthy working environment.	2.34	1.117	4 th

Valid N (listwise) **3.10** **0.929**

Source: Field Data (2021)

Effects of Disciplinary Procedures on Employee Performance

In response to the question of how disciplinary procedures help improve performance at the GIL, it is evident from the results as established in Table 12, that the mean and std. deviation values ranges from ($X = 3.05$ to $X = 4.58$; and $SD = 0.583$ to $SD = 0.970$). When disciplinary processes or sanctions are administered equitably, the first rated answer suggests that they help increase performance at the GILs. This suggestion is highly rated with the mean and std. deviation scores of ($X = 4.58$; & $SD = 0.660$). The second rated response with the mean and std. deviation scores of ($X = 4.55$; & $SD = 0.583$) suggest that disciplinary procedures help improve performance in the GIL when there is openness in disciplinary measures.

The third rated effect of disciplinary procedures on performance, with mean and standard deviation ($X = 3.97$; & $SD = .970$), happens when the panel is properly shaped and the worker wins the case. Discipline processes, on the other hand, aid in improving performance at GIL when the employee objectively confesses his or her wrongdoing. With mean and standard deviation scores of ($X = 3.69$; & $SD = 0.819$), this is ranked fourth. With mean and standard deviation scores of ($X = 3.05$; & $SD = 0.852$), the fifth rated impact suggests that disciplinary proceedings boost performance when the Union can defend the employee. Comparing the mean scores as indicated in Table 8, we can conclude that all the stated variables are all linked to the influence of disciplinary measures on performance in the GIL. The study

findings confirms the assertion made by Idris and Alegbeleye's (2015) conclusions that transparency in disciplinary actions can effectively address employee indiscipline in organisations. Their research also revealed that indiscipline has an influence on employee performance and the success of an organisation.

Table 12: How Disciplinary Procedures Improve Performance at the GILs

Variables	Mean (X)	Std. Deviation	Ranking
When the Union is able to defend the employee.	3.05	0.852	5 th
When the panel is properly constituted and the employee wins the case	3.97	0.970	3 rd
When the employee objectively admits his fault.	3.69	0.819	4 th
When there is openness in disciplinary measures	4.55	0.583	2 nd
When disciplinary procedures or actions are applied fairly	4.58	0.660	1 st
Valid N (listwise)	3.97	0.777	

Source: Field Data (2021)

To elicit more information, respondents were asked to explain to what degree disciplinary processes had aided in improving the institute's performance. In response, majority of 47.2% felt disciplinary procedures helped improve performance to a low extent, while 23.6% pointed to the fact that it has helped to a moderate extent. On the other hand, 13.9% noted that disciplinary procedures have helped improve performance to a great extent, with 9.7% indicating not at all

response, while only 5.6% stated very great extent response as indicated in Figure Robbins (2008) discovered that discipline had a partly beneficial effects on boosting employee performance in his research. Meyer et al. (2014) findings also show that work discipline has a role in improving employee performance. These findings are consistent with the current findings, which show that disciplinary processes only aid to a limited amount in improving performance, as seen in Figure 3 of this study.

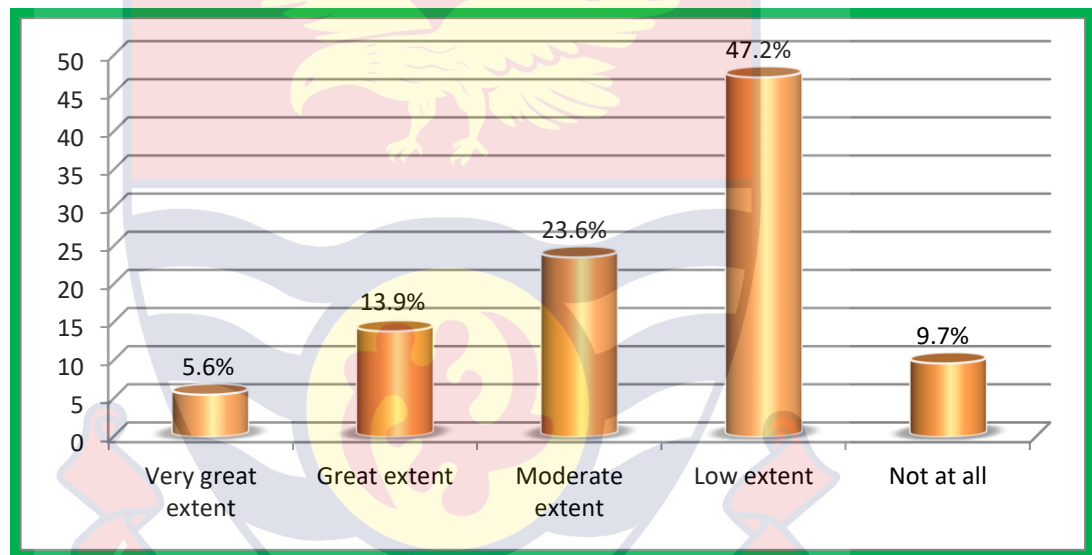


Figure 3: Extent Disciplinary Procedures Improve Performance at GILs

Source: Field Data (2021)

Hypothesis: Disciplinary procedure has a positive effect on improving employee performance in the GILs. Using respondents' gender as dependent variable (i.e., Male & Female), and respondents' opinion as independent variable for the study (*See appendix C*). The Null and Alternative hypotheses are respectively given by: H_0 : Disciplinary procedure has a positive influence on improving employee performance in the GIL. H_1 : Disciplinary procedure has a

negative influence on improving employee performance in the GILs. Using Chi - Square (X^2) as Test Statistics

Using significance level of 5% (i. e. $\alpha = .05$)

Determine the critical values that will cause us to reject the Null

Hypothesis (H_0) at 5% level of significance, ($df = (C - 1)(R - 1)$), Where C = Column and R = Row OR $df =$

$$\chi_{\alpha, (n-1)}^2 = \chi_{5\%, 4}^2$$

This implies $df = (5 - 1)(2 - 1) = 4$

$$\text{Chi - Square } (X^2) = \sum \frac{(O-E)^2}{E}$$

The computed value of the Test Statistic is $(X^2) = \sum \frac{(O-E)^2}{E} = 1.093$

(See Appendix C for computation of the statistic).

The critical values are determined as $df = \chi_{\alpha, (n-1)}^2 = \chi_{5\%, 4}^2 = 9.488$

Decision criteria:

Reject H_0 if the computed Chi-Square (X^2) is greater than Chi-Square (X^2)

critical. Accept H_0 if the computed Chi-Square (X^2) is less than Chi-Square (X^2) critical.

Decision: Since the computed value of the test statistic ($X^2 = 1.093$) is less than the critical value ($X^2 = 9.488$), we therefore accept the null hypothesis and conclude that disciplinary procedure has a positive influence on improving employee performance in the GIL. Comparing the total mean scores on the effects of disciplinary procedures on performance in Table 12, ($X = 3.97$) with the Chi-Square (X^2) result as discussed above, we can conclude that disciplinary procedure

has a positive influence on improving employee performance in the GIL especially when it is apply fairly.

The findings of Warris (2015); Zheng et al. (2016); and Ignatius and Ruliyanto (2017) were emphatic that discipline had a statistically significant effect on performance improvement. These results are consistent with the present results as shown in Table 12. The results from Apalia (2017); Idris and Alegbeleye (2005) and Patrick (2015) also demonstrate a positive impact of disciplinary procedures on performance of employee. These are also consistent with the current findings as established in the immediate preceding paragraph. The findings of Wedega (2012); Heru & Heru (2018); Marsela (2017); and Cerdaryana et al (2018) have all proven that disciplinary procedures do have positive influence on both employee and organisational performances. These results are likewise compatible with the above-mentioned stud findings.

Chapter Summary

The chapter discussed the results of the study which begun with the demographic characteristics of the respondents followed by the main findings of the study. In the results, it came to light that the males were more than the females at Ghana Institute of Languages of which majority of them too were within their active working years. The findings of the results showed that there was higher level of perception regarding disciplinary procedure among the employees. Also, it was also found that disciplinary management process is besieged with a lot of challenges at the Ghana Institute of Languages. Finally, the study found that there

was significant effect of disciplinary management on the performance of employees at the Ghana Institute of Languages.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

The chapter presents an overview of the findings of the study. This was preceded by a summary of the research methods employed in the study. In addition to that, the chapter presents an overview of the analytical tools employed in this study and the results based on the objectives of this study, recommendations based on the key findings of the study and suggestions for further research. The study employed the explanatory research design to meet the methodological underpinning of the research design. The study employed a 5-Likert typed questionnaire to collect data from the respondents. To analyse the specific objectives of the study, different statistical techniques were employed. Whereas descriptive statistics such as mean and standard deviation were utilised to address the first and second objectives, whilst an inferential statistics (regression) was adopted for analysis of the third objective. Moreover, the study conducted a preliminary assessment of the normality of the data collected for constructs of the study after running commentary of the demographic characteristics of the respondents. The assessment showed that data was normal and was furthered applied for advanced analysis of the objectives of the study.

Summary Key Findings

This research has been conducted to examine the discipline management and employee performance at the Ghana Institute of Languages. Self-administered questionnaires were utilized to collect data in order to achieve this goal. The acquired data was analyzed using a descriptive analysis methodology. For the relevant replies, frequency distribution tables and graphs were created. The research questions were examined in light of the study's aims. The following are the findings of the study:

With regards to the first objective, the study findings revealed that employees of Ghana Institute of Languages knew that disciplinary procedures or actions exist in the institute. Majority of the employees at the Ghana Institute of Languages were well abreast of the disciplinary management procedure and the associated sanctions that accompany each of them and that informs this behavior in organisation. Because had a higher level of employee perception with regards to the disciplinary management performance of the institute which translate into the performance of its employees.

On the second objective, the study found that the disciplinary management process is confronted with a lot of challenges. Paramount among these challenges were as poor education on disciplinary matters, lack of objectivity in handling disciplinary matters; use of discipline as punishment tool; lack of visible disciplinary procedures; lack of procedural fairness in disciplinary hearings. Disciplinary procedures of the institution transform employees whenever carried out objectively; it demotivates employees; leaders do not apply the same rules to

all employees; the institution's disciplinary procedures do not lead to a healthy working environment; and those leaders do not treat all employees in the same manner.

The final objective which assessed the effect of disciplinary management on the performance of employees at the Ghana Institute of Languages. The study finding revealed that disciplinary procedure has a positive influence on improving employee performance in the Ghana Institute of Languages especially when it is applied fairly.

Conclusion

Based on the aforementioned findings. The study concluded that employees of Ghana Institute of Languages had knowledge of the existence of disciplinary procedures or actions in their organisation. Among the challenges identified with disciplinary procedures in the Ghana Institute of Languages consist of poor education on disciplinary matters, lack of objectivity in handling disciplinary matters, and the use of discipline as punishment tool. In spite of these challenges, disciplinary procedures in Ghana Institute of Languages transform employees whenever carried out objectively. It can finally be concluded that disciplinary procedure has a positive influence on improving employee performance at Ghana Institute of Languages especially when it is applied fairly.

Recommendations

Based on the key findings and the conclusion researched, the following recommendations were hereby made. The study recommends that management of the Ghana Institutes of Language should ensure that employees are constantly reminded about the rules and regulations governing the day to day activities of the institution whereby creating the awareness of the existence of disciplinary measures and procedures through seminars and workshops. If this is effectively done it will go a long way to protect employees from violating the lay down rules of the organisation. It will also help to reduce the man hours used in sitting on disciplinary committees.

Also, management of the Ghana Institutes of Language should organize regular training for leaders including the Union on handling disciplinary matters in the organisation. This will in effect address the challenge of lack of objectivity in handling disciplinary matters. It will also minimize the use of discipline as punishment tool among leaders who have the tendencies of doing so.

Management of the Ghana Institutes of Language should constituted a disciplinary committees who will be are fair to employees who have misconducted themselves by allowing due processes in disciplinary hearings to take place. Management should also ensure that senior officers who are found of giving preferential treatment to employees due to tribal or religious affiliations should be reprimanded since this can bring about the issue of godfatherism making personnel who found favour with leaders to be unruly.

Management should also ensure that the roles and responsibilities of every staff member are clearly spelt out so that they know exactly what is expected of them. This would therefore bring about motivation leading to self-discipline. Again, management should promote an atmosphere that will make every category of staff feel worthwhile and important. This will go a long way of addressing the challenge of leaders not treating all employees in the same manner. Management must also institute the system of job evaluation where employees' performance will be evaluated and rewarded accordingly. Appropriate remedies should be designed to tackle all the challenges associated with the implementation of disciplinary management process.

Suggestion for Future Studies

Although the current research aimed at providing solutions to the issues of discipline management and employee performance, its findings have provided avenues for further studies in the future. It is therefore recommended that studies to be undertaken in the future should take into consideration, discipline and punishment measures, factors influencing work discipline. Again, future researchers should consider the effect indiscipline on organisational performance. Finally, future researchers should consider a mixed method to investigating a phenomenon like this. This will provide a clearer understanding of the issues on the ground as the researchers through qualitative studies will uncover the explicit views of the employees on disciplinary management and employee performance.

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APPENDIX A
QUESTIONNAIRE

Dear Sir/Madam,

I am a student of the University of Cape Coast, School of Graduate Studies, carrying out a research on “Discipline Management and Employee Performance in the Ghana Institute of Languages”. I would be grateful if you could provide answers to the following questions. All information provided by respondents will be treated confidentially. Thank you.

Please **tick** or **fill** the blank spaces where appropriate.

SECTION A: BIO – DATA

1. Gender
 - (i) Male
 - (ii) Female

2. In which age group do you fall?
 - (i) 18 – 25 years
 - (ii) 26 – 33 years
 - (iii) 34 – 41 years
 - (iv) 42 – 49 years
 - (v) 50 years and above

3. What is the level of your education?

- (i) Secondary education []
- (ii) HND []
- (iii) First degree []
- (iv) Second degree []
- (v) PhD []
- (vi) Others (please specify):

4. How long have you been working with the GILs?

- (i) < 5 years []
- (ii) 5 - 10 years []
- (iii) 11 - 16 years []
- (iv) > 16 years []

5. What is your staff category?

- (i) Management staff []
- (ii) Senior staff []
- (iii) Junior staff []

Section B: Information on Disciplinary Procedures

Please show the extent to which you agree or disagree to the items provided below.

[Where Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; and Strongly

Disagree = 1].

6. What disciplinary procedure or action do you know that exist in GILs?

No.	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	Verbal warning					
ii.	Written warning					
iii.	Suspension without pay					
iv.	Termination of employment					
v.	Suspension pending investigation					
vi.	Query					

7. Employees of GILs are well educated or informed about disciplinary procedures or actions.

- (a) Strongly Agree []
- (b) Agree []
- (c) Neutral []
- (d) Disagree []
- (e) Strongly Disagree []

Section C: Information on Challenges with Disciplinary Procedures at GILs

Please show the extent to which you agree or disagree to the items provided below.

[Where Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; and Strongly Disagree = 1].

8. What are the challenges with the disciplinary procedures at the GILs?

No.	Items	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	Poor education on disciplinary procedures.					
ii.	Inconsistent application of disciplinary procedures.					
iii.	Unfair application of disciplinary procedures					
iv.	Use of discipline as punishment tool.					
v.	Unnecessary Union interruptions of disciplinary procedures.					
vi.	Application of disciplinary procedures discriminatively.					
vii.	Lack of objectivity in handling disciplinary matters.					
viii.	Officers lacked the knowledge in disciplinary matters.					
ix.	Disciplinary procedures are not visible within the institution.					
x.	Lack of procedural fairness in disciplinary hearings.					

9. What is your opinion about disciplinary procedures or actions in GILs?

No.	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	Leaders treat all employees in the same manner.					
ii.	Disciplinary procedures of the institution demotivate employees.					
iii.	Leaders apply the same rules to all employees.					
iv.	Disciplinary procedures of the institution transform employees whenever carried out objectively.					
v.	The institution's disciplinary procedures lead to a healthy working environment.					

Section D: Influence of Disciplinary Procedures on Performance

Please show the extent to which you agree or disagree to the items provided below. [Where Strongly Agree = 5; Agree = 4; Neutral = 3; Disagree = 2; and Strongly Disagree = 1].

10. How does disciplinary procedures help improve performance at the GILs?

No.	Item	Scale				
		SA (5)	A (4)	N (3)	D (2)	SD (1)
i.	When the Union is able to defend the employee.					
ii.	When the panel is properly constituted and the employee wins the case.					
iii.	When the employee objectively admits his fault.					
iv.	When disciplinary procedures or actions are applied fairly					
v.	When there is openness in disciplinary measures.					

11. To what extent does disciplinary procedure influence the improvement of performance at the GILs?

- (a) Very great extent []
- (b) Great extent []
- (c) Moderate extent []
- (d) Low extent []
- (e) Not at all []

Section E: Respondents Further Comments

12. Disciplinary procedure has a positive influence on improving employee performance in the GILs.

- (a) Strongly Agree []
- (b) Agree []
- (c) Neutral []
- (d) Disagree []
- (e) Strongly Disagree []

13. Punitive measure has a positive influence on improving employee performance in the GILs.

- (a) Strongly Agree []
- (b) Agree []
- (c) Neutral []
- (d) Disagree []
- (e) Strongly Disagree []

MANY THANKS

APPENDIX B
DATA ANALYSIS

SECTION A: Demography Data

1. Gender:

	Frequency	Valid Percent
Valid Male	40	55.6
Female	32	44.4
Total	72	100.0

2. Age:

	Frequency	Valid Percent
Valid 18 – 25 years	8	11.1
26 – 33 years	16	22.2
34 – 41 years	24	33.3
42 – 49 years	13	18.1
50 and above	11	15.3
Total	72	100.0

3. Level of Education:

	Frequency	Valid Percent
Secondary education	17	23.6
HND	10	13.9
Professional	8	11.1
Bachelor's Degree	25	34.7
Master's Degree	10	13.9
PhD	2	2.8
Total	72	100.0

4. How long have you been working with the GILs?

	Frequency	Valid Percent
< 5 years	10	13.9
5 - 10 years	18	25.0
11 - 16 years	21	29.2
> 16 years	23	31.9
Total	72	100.0

5. Category of staff:

	Frequency	Valid Percent
Management staff	6	8.3
Senior staff	39	54.2
Junior staff	27	37.5
Total	72	100.0

Section B: Information on Disciplinary Procedures

6. What disciplinary procedure or action do you know that exist in GILs?

Reliability statistics: Employees' Levels of Information on Disciplinary Procedures

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.916	.934	6

Item Statistics: Employees' Levels of Knowledge on Disciplinary Procedures

Variables	Mean	Std. Deviation	N
Verbal warning	4.39	0.871	72
Written warning	4.47	0.852	72
Suspension without pay	3.66	0.974	72
Termination of employment	4.58	0.611	72
Suspension pending investigation	2.15	1.109	72
Query	4.45	0.753	72
Valid N (listwise)	3.85	0.883	72

7. Employees of GILs are well educated or informed about disciplinary procedures or actions.

	Frequency	Valid Percent
Strongly Agree	9	12.5
Agree	11	15.3
Neutral	16	22.2
Disagree	22	30.6
Strongly Disagree	14	19.4
Total	72	100.0

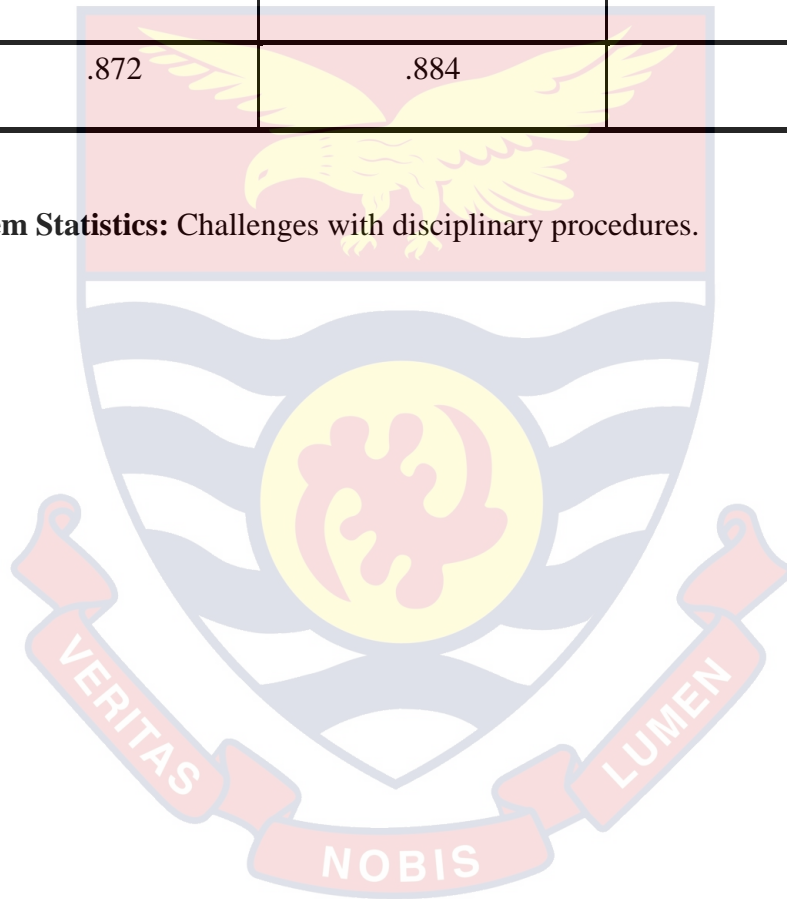
Section C: Information on Challenges with Disciplinary Procedures at GILs

8. What are the challenges with the disciplinary procedures at the GILs?

Reliability statistics: Challenges with disciplinary procedures.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.872	.884	10

Item Statistics: Challenges with disciplinary procedures.



Variables	Mean	Std. Deviation	N
Poor education on disciplinary procedures.	4.67	0.512	72
Inconsistent application of disciplinary procedures.	4.10	0.806	72
Unfair application of disciplinary procedures	4.35	0.723	72
Use of discipline as punishment tool.	4.56	0.847	72
Unnecessary Union interruptions of disciplinary procedures.	3.02	0.994	72
Application of disciplinary procedures discriminatively.	3.66	0.961	72
Lack of objectivity in handling disciplinary matters.	4.58	0.611	72
Officers lacked the knowledge in disciplinary matters.	4.04	0.753	72
Disciplinary procedures are not visible within the institution.	4.55	0.836	72
Lack of procedural fairness in disciplinary hearings.	4.39	0.820	72
Valid N (listwise)	4.19	0.786	72

9. What is your opinion about disciplinary procedures or actions in GILs?

Reliability statistics: Opinion about disciplinary procedures or actions in GILs

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.696	.710	5

Item Statistics: Opinion about disciplinary procedures or actions in GILs

Variables	Mean	Std. Deviation	N
Leaders treat all employees in the same manner.	2.24	1.036	72
Disciplinary procedures of the institution demotivate employees.	3.78	0.825	72
Leaders apply the same rules to all employees.	2.44	0.989	72
Disciplinary procedures of the institution transform employees whenever carried out objectively.	4.69	0.679	72
The institution's disciplinary procedures lead to a healthy working environment.	2.34	1.117	72
Valid N (listwise)	3.10	0.929	72

Section D: Influence of Disciplinary Procedures on Performance

10. How does disciplinary procedures help improve performance at the GILs?

Reliability statistics: How disciplinary procedures improve performance at the GILs

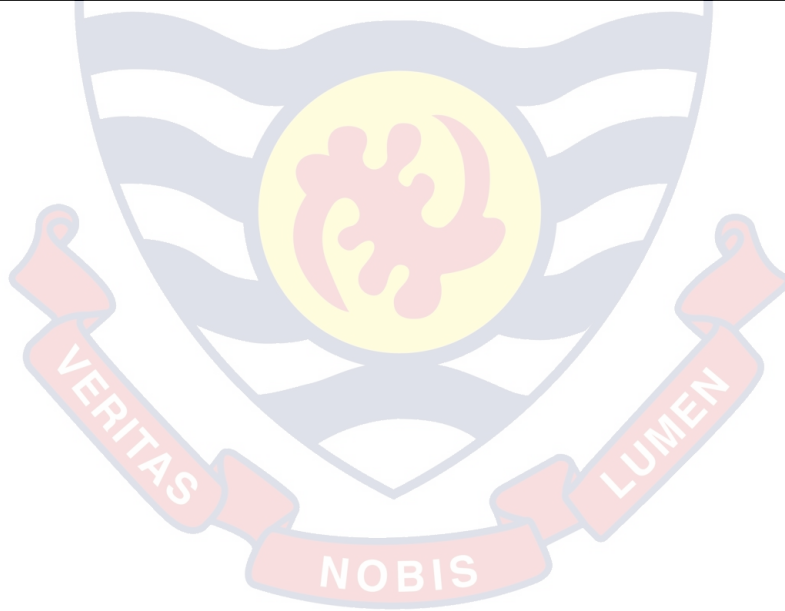
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.864	.980	5

Item Statistics: How disciplinary procedures improve performance at the GILs

Variables	Mean	Std. Deviation	N
When the Union is able to defend the employee.	3.05	0.852	72
When the panel is properly constituted and the employee wins the case.	3.97	0.970	72
When the employee objectively admits his fault.	3.69	0.819	72
When there is openness in disciplinary measures.	4.55	0.583	72
When disciplinary procedures or actions are applied fairly.	4.58	0.660	72
Valid N (listwise)	3.97	0.777	72

11. To what extent does the disciplinary procedures help improve performance at the GILs?

	Frequency	Valid Percent
Very great extent	4	5.6
Great extent	10	13.9
Moderate extent	17	23.6
Valid Low extent	34	47.2
Not at all	7	9.7
Total	72	100.0



Section E: Respondents Further Comments

12. Disciplinary procedure has a positive influence on improving employee performance in the GILs.

Respondents Opinion	Frequencies			Percentages (%)		
	Male	Female	Total	Male	Female	Total
Strongly agree	2	3	5	2.8	4.2	7.0
Agree	8	6	14	11.1	8.3	19.4
Neutral	6	7	13	8.3	9.7	18.0
Disagree	22	15	37	30.6	20.8	51.4
Strongly disagree	2	1	3	2.8	1.4	4.2
Total	40	32	72	55.6	44.4	100.0

APPENDIX C

Disciplinary procedure has a positive influence on improving employee performance in the GILs

Observed Frequencies:

Respondents Opinion	Male	Female	Total
Strongly agree	2	3	5
Agree	8	6	14
Neutral	6	7	13
Disagree	22	15	37
Strongly disagree	2	1	3
Total	40	32	72

Expected Frequencies:

O	E	(O - E)	(O - E) ²	$\frac{(O - E)^2}{E}$
2	2.8	-0.8	0.64	0.006
8	7.8	0.2	0.04	0.005
6	7.2	-1.2	1.44	0.200
22	20.6	1.4	1.96	0.095
2	1.7	0.3	0.09	0.053
3	2.2	0.8	0.64	0.291
6	6.2	-0.2	0.04	0.006
7	5.8	1.2	1.44	0.248
15	16.4	-1.4	1.96	0.120
1	1.3	-0.3	0.09	0.069