DISCIPLINE AND DISCIPLINARY MEASURES IN THE NIGERIAN PUBLIC SERVICE:
A CASE STUDY OF KADUNA POLYTECHNIC

BY

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BEING A THESIS PRESENTED TO POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTERS OF PUBLIC ADMINISTRATION (MPA)

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DEDICATION

This thesis is dedicated to my Husband Wing Commander Kris Egwoba for his assistance and encouragement throughout this Programme and my children Susan, Cedric, Christabel and Charis for their patience and understanding, all the periods I was away during the programme.

DECLARATION

I hereby declare that this thesis has been written by me and to the best of my knowledge it has never been submitted to Ahmadu Bello University, Zaria or any other institution of higher learning for the award of any degree.

The various sources to which the author is indebted are clearly and duly acknowledge in the bibliography.

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Mrs. Gina Egwoba **Date**

CERTIFICATION

This thesis entitled: "Discipline and Disciplinary Measures in the Nigerian Public Service: A Case Study of Kaduna Polytechnic," written by Mrs Gina Lamosi Egwoba, meets the regulations governing the award of the degree of Masters in Public Administration (MPA), Ahmadu Bello University, Zaria, and is approved for it's contribution to knowledge.

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ABSTRACT

Discipline and disciplinary are very important organizational dynamics. Its success or failure can be of great effect on other aspects of organization dynamics i.e. training, motivation, moral, performance etc. The study is aimed at appraising the nature and extent of staff indiscipline and its effects in Kaduna polytechnics. Data were sourced from primary and secondary sources. The primary data were source through questionnaire drawn and interview conducted on both academic and non-academic staff of the polytechnic. The secondary data include official documents of Kaduna Polytechnic, Journals, books and so on. These data were presented and analyzed to test the two hypotheses postulated using table, frequency count and percentages.

The findings revealed that there is high rate of staff indiscipline in Kaduna polytechnics. The major reason for this as revealed in the study includes; the disregard for rules and regulations of the Polytechnic despite the efforts of the management in ensuring that every member of staff has access to the rules and regulations guiding their conducts at work as well as communicating those rules and regulations to them. The findings also show the inconsistency on the part of those responsible for taking disciplinary actions when necessary. The implications of all these as revealed in the study is that the morale as well as the performance of the staff is being affected.

The study however recommended that the institution should adopt the idea of the Red-Hot-Stoop theory approach to discipline. Also honest and hardworking staff should be encouraged by rewarding them.

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CHAPTER ONE
INTRODUCTION

1.1 Background to the study

The business of public administration is to administer the affairs of government within a properly defined objective. The major aim of public administration is that of providing the State with effective government, which is attuned to attaining the goals of the state.

To achieve this, there must not only be competent administration at each level of government but an organizational structure that is properly designed. According to Cole (1988:62), the term " organization" refers to "a social entity comprising individuals of diverse backgrounds, performing specific tasks and responsibilities aimed as achieving the laid down objectives." To Nzeribe et al (1977:112), organization means a formalized entity with structured roles or positions as reflected in the organizational chart. The roles and positions determine one's responsibilities, tasks and reporting system in the organization. It is the arrangement of relationships; functions, objectives, roles, activities communication and other factors that exist when people work together to achieve specified goals under leadership. The relationship should state categorically who is responsible for what and from whom one can receive directives Amobi (1999:52). Hence, there is a system of hierarchy of authority and responsibility as well as chain of command for effective coordination.

According to Arnold et al (1986:56), organizational structure is a formal arrangement of operations and activities within an organization. To Flippo (1980:67), this structure is a framework of the formal relationships that have been established. Such a structure consists of levels or ranks of managers, supervisor and other employees held together by means of

precise policies, orders and instructions for doing their respective jobs. These functions and activities are logically arranged for effective coordination Nkem (1999:42). The purpose of structuring of organization is to assist the managers and administrators in regulating and directing the efforts put in an organization so that they are coordinated and consistent with organizational objectives.

However, the organizational structure alone cannot perform wonders, unless the men who are to carry out these government functions are well fitted into the jobs, an enabling environment created for people to perform at their maximum. Generally, in the public service (as Kaduna Polytechnic) there are government documents of operations in form of Government Order (G.O.), Financial Instructions, Policies, Rules and Regulations that governs the action of those placed in authority. This is to help them manage the complex network of activities of government. We say complex, because the work of every standard organization be it government or private is guided by specific procedures and process, which must be adhered to strictly. As such, no organization can function effectively without discipline.

Discipline in a broad sense is defined as orderliness, the opposite of confusion". In a narrow sense discipline refers to employee discipline, which is an important function of personnel management. The definition that captured all other definitions of discipline and which would be adopted for the purpose of this study is that of Haimann and Hilgert (1977:276). To them, discipline refers to "…a state of affairs – a condition in an enterprise in which there is orderliness, in which the members of the enterprise behave sensibly and conduct themselves according to standards of acceptable behaviour as related to the organization"

Thus discipline from this perspective can be seen as a state of orderliness by which employees conduct themselves according to the laid down rules and regulation of an organization.

The effectiveness and performance of the public service depends on the existence of a systematic and well-established disciplinary procedure. It involves sanctioning erring employee staff and rewarding conforming employees. Discipline is considered to be good when employees willingly conform to rules and regulation in the organization. It is bad when employees either follow the rules reluctantly or deliberately violate them. Poor discipline normally indicates the need for corrective action. Such action aimed at inhibiting undesirable behaviour in an employee is known as disciplinary action.

Therefore, good discipline can be achieved through the establishment of reasonable standards of conducts and educating the workers on these standards and by wisely enforcing them whenever any form of breach occurs. When such standards are set, developed and maintained by management, employees are more likely to have or develop good morale than when such conditions are either absent to loosely enforced.

In the public service in Nigeria, apart from the various documents (i.e. General Order (G.O), Civil Service Rule, Financial Instruction and so on.) government have also adopted other measures in form of reforms, institutions and policy to ensure or curb the rate of indiscipline in the public service. But despite all these initiatives, the performance of the average public servant leaves much to be desired. The rate at which corruption is being perpetuated shows total neglect and abuse of the norms and values of the public service. Governments business is being run in total disregard for rules and regulations.

There is total disregard for transparency and accountability in the public service. These problems are attributed to lack of discipline. Also disciplinary measures are not vigorously taken to correct these ills. This menace has become a subject of public debate by analysts and critics in Nigeria and in the Diaspora.

Kaduna Polytechnic is one of the Federal Government Institution, under the Federal Ministry of Education. Federal Polytechnic Kaduna was establish with the aim of providing diverse institutional training and research in science, technology, commerce, humanities and programmes of in-service instructions for members of the public. This goals and objective can only be achieved with a well-motivated, trained and disciplined personnel called public servants.

1.2 **Statement Of The Problem**

Max Weber in his bureaucratic model gave discipline a central role. He saw bureaucracy as a form of rational organization, which should be based on rules and procedures. These rules and procedures are aimed at providing orderliness within which work in a bureaucracy can be conducted to achieve its objectives. One of the characteristics of Weber's rules is that bureaucrats should be subjected to unified control and disciplinary procedure. Other characteristics of bureaucracy identified by Weber include the hierarchical arrangement of offices, specification of duties, chain of command, a body of rules and regulations which guide the actions of officials, impersonality of offices and official paraphernalia, recruitment and promotion based on merit, and so on. He opined that application of these codes of conduct must be impartial and objective. These and other characteristics identified by Max Weber ensure a high degree of discipline and control, effectiveness and efficiency in public bureaucracy, which he describes as legal and rational.

The Public Service as it is today is characterized by attributes at variance with the Weberian ideal construct. Mostly, these bureaucratic Aappearance only) but rarely in effect. Several primordial considerations

and forces of local traditions have penetrated the public service to neutralize the attributes of the ideal bureaucratic type.Abdulsalami (2004:5)

All sorts of vices including indiscipline, corruption, and so on today pervert the Public Service. The public service business is being done with total disregard for transparency and accountability. The annual survey conducted by Transparency international (T.I.) in countries all over the world" shows that in Nigeria, the public service parastatals occupy the first position as the most corrupt institution. Ogunwale (2002:8), the educational system occupies the third position. The main cause of this is lack of discipline. No wonder, many critics and analysts have argued that the public service has become the proverbial " clog in the wheel of natural progress''. It is obvious even to a cursory observer that there is crisis in the established and recognized framework for discipline in the public service despite all governmental efforts in form of administrative reforms, institutional reforms, propaganda, purge or retrenchment, right sizing or down sizing Abdulsalami.' 2004:5)

The situation as analyzed above is not different from what is obtained in Kaduna polytechnic. In fact, the existing low-morale, apathy to work, lack of transparency and accountability, inefficiency and other forms of social vices prevalent in the institution are to a large extent attributed to lack of discipline among the workers and the laxity on the part of those entrusted with discipline in the institution. Even when such actions are taken, they are loosely or wrongly applied.

The rate of indiscipline in the school is so alarming that even junior workers (i.e. cleaners and messengers) do not submit themselves to simple rules and regulation guiding their activities and conduct. Some workers operate or carry out their schedule as if they are not answerable to any body. They see themselves as "sacred cows" that are untouchable since they are close to the powers that be. There is also total disregard for respect

of superior officers, punctuality to work, negligence of duty absenteeism, and so on.

1.3 The Objectives Of The Study

The Objectives of this study include the following

i To examine the extent of indiscipline in Kaduna Polytechnic as manifested in form of disobedience to rules and regulations, disrespect for superior officers, punctuality to work and negligence of duty, among others.

ii. To examine the cause of indiscipline in Kaduna Polytechnic.

iii. To examine the effect of indiscipline on employee's morale, work performance as well as the institution as a whole.

iv To examine the efforts made by the school authority concerned to curb the menace of indiscipline in Kaduna Polytechnic

v. To suggest ways of curbing indiscipline and ensuring effective discipline in Kaduna polytechnic.

1.4 Hypotheses Tested

The following hypotheses were postulated for this study.

i The disregard for rules and regulations guiding the conduct of employee is a consequence of indiscipline in Kaduna Polytechnic.

ii Refusal to enforce discipline is directly related to Low Morale and poor job performance among the staff of the Kaduna Polytechnic.

1.5 Scope and Limitation of the study

The Weber model of bureaucracy emphasises on discipline as the central tool to achieve effectiveness by subjecting bureaucracy to unified

control and disciplinary procedures. He saw bureaucracy as a legal rational organization where there are rules and procedures of doing things in an orderly manner.

We can see from the above assertion that discipline in the Nigerian public service is as old as its establishment. The Nigeria public service comprises of the civil services that is the ministers, inter-ministerial parastatals, as well as other government agencies such as the Nigerian Police, Nigerian Customs, all federal universities, polytechnics and colleges of Education and so on. All these government Ministries, parastatals and agencies have uniform rules and regulations controlling their actions. It would have been ideal for the study to cover the whole public service in Nigeria, but these would not be possible due to data, time and financial constraint.

The study will focus on Kaduna Polytechnic and the time frame would be from 1992 – 2001. This was the period that indiscipline among workers in the polytechnic degenerated to its lowest ebb.

The major limitation of the study is the dearth of data. The management is un-cooperative in giving out information on the issue of discipline. They were very skeptical and saw it as an indicative matter, as such they were not willing to release necessary information needed even after persuading them that the study was only for an academic purpose.

1.6 Significance of the study

The vital role of employee discipline to the survival of any organization, be it government or private cannot be over emphasized. As such, a study on discipline and disciplinary measure in the Nigerian public service and its effect on the employee moral and the performance of the public service is very important. It would help the government and those

entrusted with the role of ensuring discipline (i.e. personnel management) in the public service, Kaduna Polytechnic in particular on how to go about it.

Also studies on this aspect of personnel management are scanty. Studies carried out in this area are mainly focused on employee motivation, training, staffing. Even when a broad study is carried out on personal management, little is said about the issue of personal discipline and disciplinary measures.

The study is also significant considering the various efforts put in place presently by the federal government to curb the menace of indiscipline which many have argued is the major cause of corruption and other social problems presently affecting the public service in Nigeria. As such, the study is timely considering the present crusade by the Obasanjo Government to stop corruption, reduce waste and ensure transparency and accountability in the public service. The study will help the government in achieving success in its present effort in curbing indiscipline in the public service.

Lastly, it would also help or serve as a basis for further researcher and those who will want to undertake similar studies. It would also help the management of Kaduna polytechnic to understand its area of lapse and make appropriate correction on the issue of discipline and disciplinary measure in the school.

1.7 Research Methodology

Research Methodology is the various designs and methods used in collecting, presenting and analyzing data in a study. There are various types of designs. They include, Experimental research design, survey, ex-post factor, and historical research among others.

For the purpose of this study, the survey method or design will be adopted. According to Asika (2002:38), survey research is based on methods

of gathering information or data from the population or from the sample drawn from the population for intensive study and analysis

1.7.1. **Sources of Data**

Two major sources of data were employed in this study.

i. **Primary Data:** The primary sources include questionnaire constructed, oral interview and personal observations. In drawing the questionnaire, both open and close-ended questions were used. The close ended questions is to help the researcher to ensure a level of restriction bearing in mind the major focus of the study is used to elicit the opinion of the respondents on certain issues without restrictions.

is used to elicit the opinion of the respondents on certain issues without restrictions.

iv **Secondary Data:** These data were obtained through the examination of official documents of the Federal government, such as the Public Service Rules, Financial Instruction, and so on. Other sources include other publications of Kaduna Polytechnic, relevant books, journals and paper presentations, Newspaper and Magazines, unpublished works, as well as reports of disciplinary committees.

d through the examination of official documents of the Federal government, such as the Public Service Rules, Financial Instruction, and so on. Other sources include other publications of Kaduna Polytechnic, relevant books, journals and paper presentations, Newspaper and Magazines, unpublished works, as well as reports of disciplinary committees.

1.7.2 **Population and Sample Design**

i. **Population:** The population of the study constitutes the entire staff or workforce of the Kaduna Polytechnic. The entire staff population (both academic and non academic) is 3,859 scattered across the four academic colleges, thirty-two (32) academic departments and four (4) service units. (Registry Department, 2005).

ii. **Sample Size:** In selecting the sample both the stratified and random sampling methods were adopted. The entire population of the study was stratified into academic and non-academic staff. The population was further stratified into the four colleges and four service units of the Polytechnic.

From each of the Colleges and units a certain number of respondents were randomly selected. The entire number of the non-academic staff of the Polytechnic is 2314, while that of the academic staff is 1275, thus the total population of the staff of the Polytechnic is 3589 (Registry Department, 2005).

In the College of Engineering (COE), they have staff strength of 250 while the sample size taken is 50. In the College of Science and Technology (CST) they have staff strength of 220 while the sample size taken is 50. In the College of Administration and Business Studies (CABS) they have staff strength of 400 while the sample size taken is 50. In the College of Environmental Studies (CES) they have staff strength of 305, while the sample size taken is 50. (Registry Department, 2005).

There are various units in Kaduna Polytechnic which include Works and Services Unit which have a staff strength of 504 while the sample size taken is 55, the Medical and Health Services Unit have the staff strength of

250 while the sample size 35. The Library Service Unit has the staff strength of 300 while the sample size taken is 40. The Bursary Unit has strength of 250 while the sample size is 35. Registry/General Administration has staff strength of 1010 while the sample size is 100. Finally, the Rector's office has staff strength of 50 while the sample size taken is 20.

From the above the total sample size for academic staff is 200 while that of the non-academic staff is 300. Thus, the total sample size is 500 representing 40% of the entire population of the study.

The researcher is however of the opinion that the sample size is highly representing of the entire population of study to draw inferences and as well arrived at conclusion

1.7.3 **Method of Data Analysis**

Simple statistical tools such as Table frequency count and percentages were used to present and analyze the various data collected from this study.

1.7.4 **Questionaire Administration**

In administering the questionnaire, the questionnaires were given to a sample respondent from the academic and non-academic staff of the institution. Oral interview were also conducted with some staff especially the management staff (academic and non-academic). Primary data were also obtained through personal observation by the researcher.

1.8 Plan Of The Thesis

The entire work is divided into five chapters. The first chapter entails an elaborate review of the background of the area of study, the statement of problem, objectives of the study, scope and limitation of the study, significance of the study, the postulated hypotheses for the study, the methodology and the plan of the study.

Chapter two is devoted to the review of existing literature on this area of study. It reviews literatures on the concept of discipline and disciplinary measures in the public service. The chapter also contains the theoretical framework of the study.

The third chapter contains an historical review of Polytechnic education in Nigeria. It also contains the historical development of Kaduna Polytechnic, its apparatus and structures. In addition, the nature of disciplinary activities, disciplinary process and those vested with disciplinary action as constituted in Kaduna Polytechnic are discussed.

The fourth chapter is devoted to the presentation and analysis of data collected to test the three hypothesis postulated in this study.

In chapter five, a summary of the entire work would again be undertaken. Conclusions were reached based on the research findings and the researcher made relevant recommendations.

Definition Of Key Terms

1.9.1 Civil Service: According to Gladden (1967; 1) Civil Service has a dual meaning, first as a government institution. That means the term is applied generally to the civilian officials of the central government. Secondly, it stands for a spirit of vocational service to the State, or

dedication to the service of the community. In view of this study, civil service consists of all the Federal Government Ministries, and inter-ministerial departments.

1.9.2 Civil Servant: refers to only the employees of ministries and inter-ministerial departments defined as the civil service.

1.9.3 Public Service: Public service consists of both the civil service and other governmental agencies and parastatals. E.g. Nigerian Police, Customs Service, Armed Forces, various Federal Government Courts, Educational Institutions, Government owned companies, Radio, Nigerian Television Authority, Commissions or Authorities established by the Federal Government, and so on.

1.9.4 **Public Servant:** This refers to all the civil servants as well as employees of other government agencies and parastatals defined as the public service e.g. Nigerian Television Authority staff, University or Polytechnic Lecturers, Bank workers, etc.

1.9.5 **Discipline:** A state of affairs in which there is orderliness and employees conduct themselves in accordance to laid down procedures, rules and regulations.

1.9.6 **Disciplinary Measures:** This refers to the various code of conduct established to control and guide the action of public servants in the conduct of their duties. It also includes various actions taken by the government to correct any misconduct in the public service.

1.9.7 **Misconduct:** This refers to a specific act of wrongdoing or improper behavior, which can be investigated and proved. They are actions and inactions, which are contrary to laid down procedures, rules and regulation. In the public service, an act of misconduct includes any of the followings: lateness to work, absenteeism, insubordination, dishonesty, diverting government property for selfish interest, negligence, falsification or suppression of records, improper or failure to keep record, drunkenness on duty, false claims against government, sleeping on duty, loitering during office hours, disrespect for superior officer, unruly behavior, dereliction of duty, improper dressing, engaging in another form of business during office hours, lack of accountability and transparency and all other forms of corrupt practices.

1.9.8 **Indiscipline:** A state of affairs in which there is disorderliness and employees conducts are in contrary to laid down procedures, rules and regulations. It is the opposite of discipline.

1.9.9 **Morale:** This refers to an employee's attitude toward his work, the degree of satisfaction he obtains from it and his personal adjustment towards specific policy, actions or decisions in the public service. The absence of it is manifested by poor attitudes such as lateness and absenteeism, low quality of work, low productivity, lack of respect for supervisory authority, etc.

1.9.10 Motivation: According to Cole (1988: 7), motivation is "a process in which people chose between alternative forms of behavior in order to achieve personal goals". The goals sought by individuals can be relatively tangible, such as monetary reward or promotion or intangible such as self-esteem or job satisfaction. Motivation can therefore be defined as the set of

process that energizes a person's behavior and direct it towards attaining some goals.

1.9.11 Procedures: This refers to plans that establish a required method of handling future activities. They are chronological sequences of required actions or inactions to ensure that something is done in a practice way. They are guides to action. Than to thinking and they detail the exact manner in which certain activities must be accomplished. Disciplinary procedure refers to those established processes adopted in investigating and taking necessary action against any acts of misconduct by erring employee.

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CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Discipline is essential to all organized group action. The organisation members must control their individual urges and co-operate for the common good. In other – words they must obey the organization laid down rules and regulations so that the organizations goals can be achieved. If any organisation whether a Club, the Church, and so on, fails to obey these rules and regulations, it will soon cease to exist as anarchy and chaos will ensue. Thus effective discipline is the key to successful operation or even survival of an organisation. As Simon et al (1959:5), rightly observed, " The key to survival of organisation lies in effective operation among the persons engaged in its operation"

In this chapter, relevant literatures on the concept of discipline would be undertaken. This includes the definition of the discipline, purpose of discipline, approaches to discipline, disciplinary measure and process especially as it applies in the Nigerian public services". The effect of discipline, especially as it affects employee moral and performance.

2.2 Concept Of Discipline

Discipline and disciplinary measures in the public service have for a long time been a subject of discussion among those observers, critics and policy analysts that are concerned with discipline. The public servants have been accused of having too much of freedom which allowed them to roam about, while others engage in the marketing of their merchandise.

Obasanjo, in the preface of the 2000 edition of the Public Service Rules (PSR) laments the systematic destruction of the public institutions and the promotion of a total disregard for time tested, procedure in the conduct of government business. He succinctly puts it this way.

> ''A substantial number of public officers behave as if there are no rules and regulations that govern their conduct. Our laws have always been clear; public service must be conducted according to the stipulated rules and procedures.''

He strongly warns that business should not be as usual and those who are not ready to conform will be shown the way out. He promised to carry out a decisive reform to ensure discipline in the public service.

The concept is not specifically defined in the Public Service Rule (PSR). It is narrowly seen as an act of misconduct. The idea of discipline suggests punishments as a measure of deterring undesired behaviors. It also refers to training aimed at producing a specific character or pattern of behaviour and a systematic method of obtaining obedience. However, scholars in public administration have given broader definition of the concept of discipline.

According to Preston and Zimmerer(1978:222), discipline is behaviour which is in compliance with the agreed upon rules and regulations. It also involves the steps taken by supervisors to correct the undesired actions of employees who violate rules. Megginson(1978:248) view the root meaning of discipline at instruction or training. He opined that even when discipline is punishment, it is punishment intended to correct wrong behaviour and train the individual to perform correctly.

Heimann and Hilgert (1977:105) on their part perceived discipline as " a state of affairs, a condition in an enterprise in which there is orderliness, in which the members of the enterprise behave sensibly and conduct themselves according to standards of acceptable behaviour as related to the goal of the organisation"

To Luthans and Martinko(1979:79) the concept of discipline is synonymous with punishment designed to eliminate undesired behaviour that is detrimental to the achievement of objectives. He then emphasized that discipline is a technique of controlling employee behaviour through other positive or punitive approaches, which are imposed by the self or others and are designed to aid in the accomplishment of organizational objectives.

Membrano(1975:35) views discipline as "the application of authority to secure good conduct and the willing compliance with the lawful orders and command of the authority". From the above definition, the basic element of discipline is good conduct, and willing compliance with lawful orders.

This brings us to the purpose of discipline. Adesina(1990:65) opines that the purpose of discipline is to create a committee of people who would freely and willingly learn the norms, principles and ways of life of that community. In the process, they may have to subdue or repress some of their natural inclinations, not because they are afraid of punishments or because they desire specific rewards but because of their sense of commitment at fellowship and the ideals of the community. So we can conclude from the definition above that discipline is aimed at securing obedience and good conduct which the person or people concerned willingly observes to achieve laid down goals and objectives.

A Related view is also held by Bramblett and Fayol, to them discipline is ''a specific character or pattern of behaviour, which involves a systematic method of obtaining obedience and control exercised over the members of

an organisation with a view to achieving desired goals." In the word of Bramblett in Ojo discipline connotes ''orderliness, the opposite of confusion. It is a fundamental requirement for the people working in a plant (organisation) just as it is for other segments of society … Shop discipline as we use the term, does not mean strict and technical observance of rigid rules and regulations. It simply means working, cooperating and behaving in a normal and orderly way, as any reasonable person would expect an employee to do.''

Discipline in this sense means-gaining employee's control, understanding and free–will aim at achieving organizational objective.

Jerome(1995:10) defines disciplinary action as "a painful measure that is inflicted on an offender with a view to coercing him to conform to rules and regulations of the organisation and noted that the extent or type of punishment that is meted out to an offender is in a way, related to the offence committed which is aggravated or mitigated by reference to the personality of the offender and his motives"

Norman et al (1962:35) posits that offenders are not truly intimidated by the possibility of punishment or any form of sanction. According to him, the severity of disciplinary measure has very little or no deterrent effect on potential offenders. The two definitions above view discipline as an act of imposing sanction or punishment in erring employee.

Pigors and Myers(1982:325), observed that good discipline is very essential for the orderly conduct of any organisation where any considerable number of people are working together and noted that the only questions that could be raised are what "good discipline" is and how it can be assured. In addressing these questions, he noted that one must be clear as to what end result is sought. The objective … is general and willing adherence to a certain minimum of reasonable rules or regulations which are necessary to assure promptness and regularity, in attendance, honesty in the use and

disposition of company property and time, freedom from gross insubordination to the requests of leaders, elimination of fighting, drunkenness and gross immorality among employees while on the premises, avoidance of conduct which involves hazard of life and life of fellow employees.

Ngu (1990:67) have argued that many people in authority have continued to believe that discipline can only be attained or instilled in their subordinates through punishments of various kinds. According to him, they rely so much on external discipline at the expense of the internal one. The latter being superior to the former in the sense that it lasts with the worker, whereas the former is short lived and usually exhibited in the presence of the supervisor or only when punishment becomes eminent. In fact, the superiority of internal discipline cannot be contested because it enhances higher level of productivity than the external one. To him the most effective type of discipline is the one that is internalized. This should be the guiding principle of management or supervisor.

Flippo(1982:368) identified two basic elements in a disciplinary action process. The element is the location of responsibility for the administration of disciplinary action. To him, this responsibility is usually line responsibility because the supervisor is more close to the employee and is therefore in a better position to observe evidence of unsatisfactory behaviour or performance and effectual necessary correction.

According to Megginson(1982:348) the responsibility of discipline is shared among the supervisor, personnel manager, unions and arbitrators each of whom have a role to play in enforcing discipline. He gave the following general rule for sharing the responsibility.

i. At lower levels of discipline, involving only a warning, the first line supervisor has final authority..

ii At the middle level, involving suspension line supervisors and managers have the final authority, while.

iii. At the top levels, involving discharges, the authority is evenly split between the line managers and personnel managers.

Be that as it may as the severity increases, the role of the first – line supervisor decreases and role of the personnel office increases. The Personnel Manager's role is greater in small companies than in larger ones and greater in non-business organization than in business firms.

The role of the supervisor is to maintain a high level of performance. The effective way of achieving this is through considerate handling of subordinates and favourable personal relationship with them – yet supervisors need training and counseling by personnel officer on how to handle disciplinary situations. Supervisors should be involved in recruiting their subordinates. As Megginson rightly observed, discipline really begins with hiring supervisors who are involved at that stage and they are usually more effective.

Union and arbitrators also have a role in applying discipline. They have modified managements right to discipline employees by demanding that discharge can only occur for a just cause. They also serve as catalysts for the adoption of new roles. Their major principles are that a discharge can occur only for just cause, the burden of proof should be on the employer rather than on the individual, formal procedures should be used and management actions must meet the due process test.

The due process used seven factors whether employee is discharged with 'just cause'. These include,

i. Did the employee have prior warning that his or her conduct would result in discipline including possible discharge?

ii Was the misconduct related to the safe, efficient and orderly operation of the organisation?

ii. Was an investigation held?

iii. Was the investigation just and objective?

iv Did the investigation obtain circumstantial evidence that the employee was guilty?

iv. Was the disciplinary decision non discriminatory?

vii Was the discipline reasonably related to the seriousness of the offence and the employees record with the organization?(Megison 1982)

The second element in disciplinary action process according to Flippo (1982:368) is the clarification of what is expected of an employee in the way of behaviour. This entails the establishment of rules, offences, penalties and procedural steps, which will contribute to affective operation. According to Hackett[18] it is not enough to specify what the rules are, employees and managers must also be aware of them, understand them, and be aware of the consequences of any breach of them. In view of this he suggested that employee should be given a personnel copy of the rules on joining the organisation and the rules should be explained to him during orientation. After that, employee should be made to sign that he received and

understood the rules. Any amendments to the rules should immediately be communicated to the employee.

In agreement with the views of Hackett, Pigors and Myers[20] (1979:362 – 363) opined that employees have right to advance information about all rules designed to regulate their behaviour. Also it is not absolutely guaranteed that even after rules are established and are distributed, all employees will automatically understand them and comply. Therefore, all information regarding the conduct of the employees in work place should be communicated in writing and orally; person by person. The writing could be in form of bulletin on notice board placement. The more effective, more lasting and more widely used medium for written communication is the employee's handbook. The handbook usually contains use of organisation rules and regulations, reasons for them and the sanctions in place for any disobedience.

Also, whatever information is provided in writing need to be supplemented by face-to-face discussion. This usually comes up during orientation and induction during which disciplinary policy, procedure and rules of the organisation are discussed with the employees and Personnel Manager or Supervisor clarifies areas not well understood or clear to the employees.

Behaviours, which call for disciplinary action, vary from one organisation to another. Pigors and Myers[21] have identified the following behaviours when are often specified as offences in disciplinary procedures in industries.

(1) Engaging in a strike or group stoppage of work of any kind, slowdown, sabotage, picketing in connection with the failure to abide by the terms of an impartial arbitrator.

(2) Insubordination or willful disobedience in carrying out reasonable requests from a supervisor, or refusing to accept a job assignment.

(3) Falsifying time cards and production records

(4) Inefficiency, for example failing to do the amount and quality of work that is expected of employees when first hired.

(5) Repeated tardiness and absenteeism.

(6) Using liquor in company premises, possession, use and distribution of unlawful drugs, drunkenness.

(7) Fighting or attempting to injure others (aggressors out) on the job or company premises, horseplay and practical joking.

(8) Unauthorized possession of weapons.

(9) Stealing form the company or from any employee

(10) Gambling and book making on the premises.

(11) Willful damage to company property

(11) Violation of safety, and health regulations e.t.c

The list is by no means exhaustive. In the public service, the behaviour which calls for disciplinary action are found in rule 04101 of 1999 amended Public Service Rule (PSR). They are seen as misconducts. They

include, absence from duty without due permission, negligence of duty, insubordination, engaging in trade, engaging in private business and employment, failure to keep record or altering of records, financial embezzlement, engaging in political activities, disbursement of public funds in one's custody without authority, converting government property in one's custody to personal use disclosure of official record or secrets, any act that is prejudicial to state authority, receipt of valuable presents from members of public, bribery and corruption, lack of accountability and transparency in transaction of government business, borrowing money from authority and colleague without payment, disrespect for high authority, e.t.c

These rules for conduct established where broken or infringed upon are referred to as an act of misconduct, this is referred to as act of indiscipline.

After rules for conduct have been established there will normally be stated penalties for infraction of the rules. The penalties may differ from one organisation to other. The intensity of penalties also differs depending on the nature of offense.

Flippo (1982:366) however believed the following apply generally. Oral,

(1) Oral reprimand
(2) Written reprimand
(3) Loss of privileges
(4) Fines
(5) Lay off
(6) Demotion
(7) Discharge

Oral reprimand is a preliminary warning given where employee fails to maintain standard or breaks a rule. Continuous breaking of the rule may call for a disciplinary action to be taken.

Written reprimand is the first formal warning because it is on record and it can count against employee if he commits more serious offence later. Loss of privileges entails losing of good job assignments, right to select machine or equipment and freedom of movement around the work place. This penalty is given for such offences as tardiness or leaving places of work without permission.

Lay offs are exercised on employees who pay little attention to oral warnings, but to whom actual punishment, such as loss of income is a convincing testimony that the organization means business. These lay offs can vary in severity from one day to several days' loss of work without pay.

Demotion is rarely used as a disciplinary measure. It is normally reserved for situations in which an employee has been mistakenly promoted or is incapable of performing his job.

Discharge is the most severe penalty an organization can inflict on an employee. It constitutes what is usually called an "industrial capital punishment." Discharge requires the employee to quit the organization. This penalty is not commonly used because loss of an experienced employee is usually costly to the organisation and hardships that face a discharged employee make arbitrators and union reluctant to permit its use.

In the public service, disciplinary measures are instituted as soon as any of the rules and regulation of the public service and other external rules are breached. Rule 04101 of the Public Service Rules (PSR 2000) and regulations of 2000 indicated that disciplinary measures are initiated because of an official misconducts or general inefficiency.[24]

Discipline in the document is reduced or narrow to what is regarded, as “misconduct” but all indiscipline may not be an act of misconduct, it can also result from an act of omission. Rule 04101 of Public Service Rule (PSR) defines “misconducts” [25] as a willful act, which entails an act, deed or commission resulting in indiscipline. Ngu (1990:57) however noted with dismay the narrow prescription of the concept of discipline in the public service rule. No wonder, it is common to see that an act, deed or commission committed by chief executive in the public service including the ministries are not curried as indiscipline. For example, the failure of a chief executive of a government agency or ministry to submit a reply to audit queries is an omission, which is tantamount to indiscipline or the failure of a director of an audit to submit a regular audit report. But it is not uncommon to see such officers going free while junior workers or the loss privileged staffs are punished for minor offenses as like carelessly or unskillful handling of their jobs.

Therefore, if discipline entails acting according to the public service rules and regulations, then nobody in the organisation should be exempted from disciplinary procedures and application when necessary required.

In the public service a disciplinary procedure is initiated as a result of what is referred to as “an officer’s misconduct or general inefficiency”. According to Ngu (1990:167) in most cases what constitutes misconduct and general inefficiency is so vague that the affected officer is left at the mercy of the superior officer or the authority responsible for the disciplinary action.

Disciplinary procedure in the public service per–se usually commence with a query in which the subordinate is required to explain in writing and “within 24 hours” why disciplinary action will or should not be taken against him refusal or failure by the subordinate officer, to give a successful answer to the query loads to unprecedented proceedings of disciplinary action by

superior officer. If the officer is able to answer the query successfully, the matter dies down.

The disciplinary action process starts with the drawing of the attention of the officer to these shortenings, formal warning, loss of salary, suspension, termination or outright dismissal from service.

In drawing the attention of the employee to his shortcomings, the employee is given the opportunity to change and improve on his conduct or performance or both. This is also true of formal warning even though the latter is more serious than the former.

Where a prima-facie case of gross misconduct is established against an officer such an officer may be suspended interdicted, asked to go proceed on compulsory leave either with full salary, or half salary, or even without salary depending on the nature and gravity of the gross misconduct.

The most essential essence of suspension, interdiction, is to ensure that the officer does not have access to his former office for fear of distortion or disappearance of official records which might be relevant to the subject matter and other important issues.

In most cases, an officer on suspension is invited to appear before a disciplinary committee of investigation panel to answer charges and defend them if possible. This is also true of an officer asked to proceed on compulsory leave. The outcome of investigation may necessitates taking court action or internal disciplinary action ranging from formal warning, loss of salary, demotion, termination of appointment, compulsory retirement, or even in extreme and more serious case, dismissal from the service.

The officer may be exonerated where there is no strong evidence against him and the alleged act of misconduct. In such, a situation deserves unreserved apology from the management.

Those who perceived discipline, as punitive measures tend to take advantage of any frivolous act of indiscipline as or reason genuine enough

to initiate disciplinary proceedings even when more counseling would have suffered if punishment were view as a corrective measure.

McGregor (1960:62) argued they discipline or inflicted punishment on erring employees is a necessary evil that must be employed but which puts the manager in a tight situation. For example, how can manager expect the subordinate to continue to see him as a source of help and inspiration which discipline, by its nature is painful and has the potency of generating resentment or ill feeling - According to him the answer to this problem can be in the affirmative, if and only if his "Red-Hot –Stove rule is strictly adhered to.

According to Hackett (1979:26-28) a good disciplinary procedure has the following characteristics:

1. It is stated in writing
2. It identifies the categories of employees to who it applies
3. It provides for matters to be dealt with quickly
4. It indicates the disciplinary actions, which may be taken
5. It specifies the level of management, which has the authority to invoke particular penalties
6. It provide for individuals to state their complaints against them, and to be given opportunity to state their case before decisions are reached.
7. It gives individual the right, when stating their case, to be accompanied by their union representatives or a follow employee of their choice.
8. It ensures that except for gross misconduct, no employee is dismissed for a first breach of discipline. The things, which constitute gross misconduct, should be clearly specified.

9. It ensure that disciplinary action is not taken until the case has been fully investigated. This will involve time for both management and employee to prepare their respective cases.

10. It ensures that the individual is given an explanation for any penalty imposed.

11. It provides for a right of appeal and specified the procedure to be followed.

The rule of conduct, penalties procedural steps taken are often called the frame work for organizational justices" the question now is that, how can this framework be made to work effectively?

Torrington and Chapman (1979:244-282) gave three ways of achieving this: The framework of organizational performance, managerial control of performance and individual control of one's own performance.

The framework of organizational justices, apart from the rules, offences, penalties and procedural steps involves three things:- presenting the breaking of rules, correcting deviant behaviour, and managerial discipline.

There are four ways of assisting employees to obey rules, the first is through information and employee needs to know what the rules are. The simple publication of disciplinary code will not be sufficient; employees must know the rules.

The second way is through placement. Initial placement can reduce the risk of rules infringement. The heavy smoker is best not working in a strict non-smoking situation. Skilled employment interviewing can also reduce the chance of someone being placed in a situation where working competence is unlikely.

The third way is by means of training. Training improves the chance of recruit knowing rules. It also increases his self – discipline, deriving from his sense of competence, self- confidence, and responsibility.

The fourth means of assisting employees to obey rules is by example. Many aspects of behaviour are socially determined and the individual copies and the behaviour of these around him, especially those with high status. If these people observe the letter and spirit of the law scrupulously, then the rules will have general support, but one law for the rich and one for the poor will produce a situation in which rules are a challenged to avoid rather than a challenge to no accept.

Deviant behavior can similarly be corrected in three ways, which do not involved punishment, although penalties may eventually became necessary. One method is through relocation.

If indiscipline occurs though placement not being right, one corrective measure is to relocate the person causing the difficulty. This is transfer not demotion, trying to find a more satisfactory arrangement of work.

The second method is by probation. Where new employees are clearly unsuitable, there is the possibility of terminating the contract before the expiry of a probationary period, providing that the parties before hand know the length of such period.

The third method for correcting deviant behaviour is training. Just as training can prevent some disciplinary difficulties, training or retraining can overcome others. New working procedures or new equipment will require that employees be trained to operate the new system accurately. Mistakes can be analyzed to establish whether the problem for practice with a procedure that is understood but not perfected, or need for performance feedback to rectify misunderstanding or misapplication.

Managers will also need training on disciplinary matters, as there are often difficult matters to handle both in deciding whom, if anyone. Is to blame and in having to face the unpopularity that usually follows the implementation of penalties.

The third feature of the justice framework is managerial discipline that is, the behaviour of its custodians and their respect for it. Short-circuits or the so-called open door policy among senior mangers may have some great advantage and in some matters may be necessary, but will devalue the justice framework. First, it encourages the bypassing of a section of the framework. Secondly, it develops a reliance on the goodwill of an individual instead of a right.

Grievances should be encouraged rather than avoided as they the tie of the dissatisfaction iceberg. If they are dealt with quickly and without hauteur, they will reduce dissatisfaction.

Discipline should be more concerned with prevention and correction. Only as a last resort does discipline involve punishment. Preston and Zimmerer(1978:242-244) have also emphasized managerial discipline as a precondition to effective discipline. His ten keys to effective discipline revolve round the conduct of the supervisor himself. The ten keys are as follows:

(1) Don't Be Discipline Ostrich: Never be indulgent and fall into the pattern of our looking violations. When you recognize a violation immediately take action to reprimand or overcome the difficulty. If you fall, you are inviting continual violation and possible confrontation later. Other employees not directly involved in the discipline situation will begin to question your ability and fairness as a supervisor if discipline is put off or ignored. The employees will begin to assume that all the organizations are worthless. Borderline employees will be drawn to rule can quickly get out of hand.

(2) Become Creaser's Wife: Your behaviour as a supervisor must be above reproach: There can be no question in the mind of the

employees about your personal adherence to the rules and regulations you cannot expect employees to practice self discipline when their supervisor does not have equal commitment, seeing the supervisor " bend" the rule promote relax behaviour throughout the work group.

(3) **Practice The Hot 'Stove' Rule**: When you touch a hot stove the reaction is immediate. There is a clear cause and effect relationship. Also, everyone knows that when you touch a hot stove, you will be burnt. The result of the action is well known in advance by everyone. Discipline should be based on known rules. Each and every time you place your hand on the hot stove you will be burnt. Discipline should be consistent. No mater who touches the stove, that person will be burnt. You will be burnt of what you do, not because of impersonal. This concept of hot stove is easy to remember yet supervisors do not always follow it. Failing to act immediately, or acting inconsistently or partially retard rather than improve the progress of discipline.

(4) **Discipline Should Be In Private**:- Except when your supervisor's authority has been publicly challenged, employees should be disciplined in private. Publicly reprimanding an employee cause the employee to resist your efforts at discipline, because a personal loss of dignity before fellow employees. The resentment may cause the employee to over react to protest the loss of pride, and this in turn can cause more disciplinary problems later.

If other employee viewing a public reprimand feel that your actions are too severe for the violation, the indiscipline employee will quickly become a martyr, and the reason for the public discipline will be

effectively lost. If the public discipline is seen by employees as your attempt to humiliate their fellow workers, your future efforts at team building will be wasted.

In situation where your supervisory authority has been directly and publicly challenged, it is essential that you regain and maintain your personal self-control and act in a calm, mature manner. Failure to act will result in a loss of respect for you, and your authority will be further eroded.

(5) **Be Instructive:** When you are required to take disciplinary action, the employee being discipline should be told exactly why the action is taking place. The supervisor should tell the employee that other alternatives are available for redress of a grievance if that individual does not agree with your assessment of the discipline. Don't hide anything from employees, especially when their discipline is at stake. Be open and discuss the situation in a mature and reasonable way.

(6) **Be Firm**: If you expect the employee to feel that discipline is important, you must maintain an open, and honest attitude, about the reasons for the discipline.

Never joke about discipline. If you act as if the matter is serious, the employee will respect your action and your authority. Being firm does not however mean being harsh.

(7) **Stay Out Of The Employee's Private Life:** An employee's private life is just that – private. It does not have any bearing on your assessment of the employee's performance on the job. As a supervisor, you are responsible for the work being done under your

judgments about employees based on non-relevant information. Personal value judgments about employees can often lead to discrimination against employees, with the eventual loss of respect for you as supervisor.

(8) **State The Rules And Regulations In A Positive Manner:** it is important to avoid the extreme negative feeling that many employees have above rules and regulations. State the rules in terms of positive actions and expectations. Statements such as " Employees are expected to abide by all safety regulations, and be safety-minded at all time, or "employees are much better than the standard "No" rules that we often used. Put in a positive and mature way, rules and regulation can be effective guides to positive actions.

(9) **Don't Be A Discipline Magician:** Avoid becoming the supervisor who "pulls rules out of his hat". One of the keys to success in maintaining discipline is to be sure that all employees are aware of all the rules and their meaning. Keep everything out in the open, and don't spring new rules or variations on employees every opportunity to be in compliance with the organization's rules and regulations.

(10) **Be Precise**: Whatever your organization's procedure for discipline involve, be sure you are precise in your interpretation and application of those procedures. Begins with an accurate statement of the problem. State clearly what occurred, which rules were violated, and how?

Determined the relevant circumstances and who was actually involved. If more than one person was involved, determine the role, each played in the violation. Never jump to conclusions. Search for all

view point before making judgment about guilt, fault, or blame. Your employees will respect your efforts when they see your concern for truth, not easy disposition of a difficult situation.

The second condition according to Torrington and Shapman (1979:250-255) what will make organizational disciplinary framework to work is managerial control of performance. This involves five elements, manager's philosophy and style, analysis for cause of unsatisfactory work, feedback in working performance, and leadership.

A manager's beliefs about discipline and grievances will crucially govern his behaviour in relation to them. If he sees discipline as punishment and grievances as employees getting above themselves, then he will behave in a relatively autocratic way. Disciplinary problems should be reviewed as obstacles to achievement that do not necessarily imply incompetence or analysis for cause and then appropriate initiatives to eliminate the cause. The necessary action may sometime required much from the management and little from the employee, because it is caused by operational problems rather than subversive employees.

Secondly, if we are tackling operational problem there is the need for some analysis. There is need to look for this cause of the deviant behaviour before any rebuke or penalty is invoked. When the work of the employees lack luster, there is need for inquiry to establish reasons and try to remove them. The main feature of analysis will be interviewing of employees.

Thirdly, feedback on working performance is another tool of managerial control. Employee needs information on how his working performance compares with supervisor's expectations. There is the need to establish realistic performance norms with an emphasis on developing the present working performance. Followed by discussing with the jobholder of the work being done and agreed decisions by jobholders and managers on

action to enhance the performance. This might involve a change in working arrangements per section by the manager, further training, re-definition of objectives or some other strategy appropriate to the particular situation.

The fourth dimension of management control of performance is leadership exercised by the manager in relation to the employee guidance, coaching and the rest. The nature of the manager insubordinate relationship can influence employee's attitudes to compliance with managerial authority as well as their ability to comply. The third and final condition, which can make the disciplinary framework of an organization to work, is individual control of own performance. This is self-discipline.

It requires self-analysis by the individual to discover for himself areas of improvement in his work. The need for self analysis may be partly met by managerial provision of appropriate performance appraisal schemes incorporate specific arrangements for self-analysis or self- assessment. There is other managerial initiating self-discipline more likely, Training, for instance, can produce varying degree of independence and self – sufficiency. Through selection procedures, including the use of selection tests can ensure that employees are self – discipline, both actual and potential. Perhaps the most important contribution of the manager to the self – discipline of the individual self-employee lies in reducing supervision.

Perhaps the most important contribution of the manager to the self-discipline of the individual employee lies in reducing supervision. Self-discipline requires the need for self – discipline and the right to the autonomy that goes with it.

In any occupation there is a proper area for external control but there is also the need for self-control that cannot be invaded by the supervisor without jeopardizing performance and in pairing the supervisor subordinate relationship. Mostly this distinction is drawn between "what" and "how"

seldom does any employee query instructions on what he is required to do, but he would take strong exception to being told how to do it.

Byers et al (1979:259-263) in his research, identifies three areas for ensuring effective discipline in an organization. They include hiring practices, managerial training and thirdly, uniformity of disciplinary policies and procedures.

First, the manager who directly interacts with subordinates should have a say in the hiring process. This important faction need not necessarily result in an unrelated final decision. However, it should relate to the determination of selection criteria and or the review of potential subordinates before they are selected.

A second integral part of the organizational disciplinary program is a complete training program. Too often managers get oriented only to the technical aspect of a position and human relations aspect, where the manager actually spends most of the time, are neglected. Now an inexperienced supervisor should be given a thorough working knowledge of disciplinary standards within the organization as well as an intensive view of the behavioural impacts of any action taken. The inexperienced supervisor should be taught how to correct disciplinary situations without resorting to extreme measures.

Finally, the organization must set up viable standards that are equitable to subordinates and can be easily and consistently implemented by the supervisor. According to him, when organizations were viewed by effectiveness in relation to the degree of disciplinary infractions are over looked, it appeared that organizations with ineffective discipline structures had a tendency to look infractions as they occurs. Organization with effective disciplinary structure less often deviate from recommended standard and therefore, are more consistent in disciplinary practices.

Nearly two third of the organizations with effective disciplinary system frequently over-looked disciplinary problems when they occurred while only a little more than one third of the organizations with effective disciplinary systems did likewise.

An effective disciplinary system in an organization had a great effect on the performance of each individual employee and organization collectively. Effective disciplinary measures affect the moral of individual employee. As such, to ensure that employees give their best in the performance of their duties, their individual and collective moral becomes vital and central because morale, being an emotional adjustment of the individual worker towards organization policies or action, such as disciplinary measure. The levels of which the disciplinary measure are ensured and enforced tend to affect not only the individual employee's morale, but that of his colleagues as well. This shows that there is a relationship between workers discipline and morale.

Then what is morale? According to Webster's New Collegiate Dictionary, (1980:242) Morale is "the mental and emotional condition, such as, enthusiasm, confidence, or loyalty of an individual or group with regard to the function, or task at hand" Herbert and Sharman[35] define morale as "The emotional adjustment of the individual worker in an organization which tends to affect, not only his own performance, but that of his colleagues as well. For instance, if a worker manifest irritation and frustration, it tends to add to similar feelings in others on the job.

The above definitions show that morale is simply an individual's state of mind, which, in the event of any given activity, affects job performance of a given task. High moral produces confidence, optimism, enthusiasm and the will (and determination) to succeed while low morale, on the other hand, produces negative attitudes towards job performance. This means that high morale indicates employee's motivation.

Benton (1972:263) defines Morale as a buoyant spirit of a whole hearted cooperation in common effort accompanied with zeal and self sacrifice or prevailing mood conducive to willing and dependable performance based on faith on the company and its leadership… an individual employee's attitudes towards his job, the degree of satisfaction that he obtains from it and his personal adjustment.

Leighton (1947:56-58) views morale as the capacity of a group of people to pull together persistently and consistently in pursuit of a common purpose. To him, morale is dependent on the confidence individual members of the group have in the purpose of the group, the confidence that they have in the leadership, the confidence that they have in others, the organizational efficiency of the group both formally and through "grapevine" or over a cup of coffee, and the mental, emotional and physical health of the individual.

Keith (1977:253) maintains that morale, though intangible, can be measured because the absence of it in an organization is usually manifested by poor attitudes, such as lack of respect for constituted authority, excessive lateness and absenteeism, excessive promotion of low quality of work and low productivity in general, lack of cooperation, derogating comments about the organization and its executives inside the organization itself and the community; a high proportion of grievance, and derogatory comments made during exit interview".. These manifestations are the major variable or elements of indiscipline. This manifestation could be effectively tackled when an effective disciplinary action or measure are in place and applied in any organization.

Stahl (1962:76-79) observes that the inculcation of morale, of that spirit of the state of mind, which expresses itself in loyalty, enthusiasm, cooperation, pride in the service, and devotion to duty, is the end of the whole personnel system. Every aspect of the personnel program from recruitment to

retirement can be handled so that it is either a source of incentive or depressant to individual or group moral.

According to him, the efforts of the Personnel Manager and the Personnel Department should be devoted toward the building and maintenance of high morale, which is one of the most valuable assets of any organisation. The best way of doing this is to ensure an effective disciplinary measure.

Discipline is essential to all organized group actions. The organization members must control their individual urges and co-operate for the common good. It is an essential management tool, which sustains the organizations and leads to its efficiency and success (Ngu). (1990:256) In the words of Adu (2001:14) Disciplinary code is a major tool for creation of efficiency of operation in the civil service machinery and for

"The Maintenance of a healthy spirit and morale which are necessary for the growth of an efficient approach to responsibilities by civil servants."

We can conclude from the quotation that there is a strong relationship between employee discipline and level of moral which eventually leads to organization efficiency". Thus, effective discipline is the key to successful operation or even survival of an organization. It boosts the morale of individual and collective action of employee. As Simon et al (1959:20) rightly observe, the key to survival of organization lies in effective operation among the persons engaged in its operation.

2.3 Theoretical Frame Work

There are theories on discipline and disciplinary measures and their consequences in an organization. The controversy as to the effective approach to discipline and what it ought to achieve in any organization for

the purpose of this study, we are going to look at the theory of discipline as propounded by Beach and McGregor.

According to Beach (1967:58) there are two approaches to any discussion of discipline. There is the negative approach, which according to him, is tagged the “big stick” approach to leadership. To him, using this approach, the threat of punishment is invoked to the behaviour of workers.

Although it is not always that the worker is punished, he is nevertheless always aware that his superior could practicalise the threat. The superior officer threatens subordinates who fail to perform as he expects.

According to him, this approach does not motivate workers to put in the best work performance. For example, they are not invited to participate in decision making, especially, in making the rules and regulations which governs them (activities and conducts) and they are neither taught the rules nor are they given explanations why the rules are necessary and in their own interest.

They are only taught that they will be punished if they break a rule. The rules by fear, Beach notes, put the emphasis upon avoidance of punishment, not upon enthusiastic wholehearted co-operation. Leadership based on fear tends to rely on making an example with violators of rules and usually they give severe punishment, which they believe would serve as deterrents to others.

Beach (1967:52-54) defines positive discipline as that type of supervisory leadership that develops a willing adherence to the necessary rules and regulations of the organization. The workers as individual or as a group, adhere to the desired standard of behaviour because they understand, believe in and support them. Discipline becomes like positive support and reinforcements for approved actions. Punishment may be applied for improper behaviour. But this is carried out in supportive, corrective manner.

To him, the aim of discipline is to ‘help” not to “harm” the worker. The subordinate should be made to know when he commits an offence that nobody is after him as a person, but that he is being trained not to repeat what he has done. He identified the following, as the ingredients of a positive discipline; communication, training leadership by example, building a cohesive loyal work group e.t.c.

Communication is one of the ingredients of positive discipline. The requirements of the job, rules and regulations of the organization must be communicated to the workers. From the day an employee is recruited and henceforth, he is entitled to know the behaviour expected of him by the organization. However performance standard, or work assigned to employee must be fair, attainable, without much difficulty and consistent at all time.

The organization rules should be reasonable and few in number. It is the responsibility of the subordinate workers, immediate superior/supervisor or manager to communicate the kind of positive behaviour expected of employee rather than to concentrate on the list of prohibitions. In order to create an atmosphere for positive discipline, the leadership should build in the workers the sense of personal responsibility any self – discipline. The principle of positive motivation and enlightened leadership should be applied. There should be recognition of individual differences insubordinate so that method and appeals could be altered as necessary.

Training is another ingredient of positive discipline. When employees are property trained so that they know how for they can go and what the limits of related conducts are, they acquired a sense of security, they will know the rules and they will know where they stand. Orientation is also a part of training during which a new recruit or employed employee is introduced to his job in the organisation during orientation, the employee is told what work performance is expected and what assistance is available to

accomplish it. Information about the principal standards of behavior expected of employee is also part of the orientation training.

Another prerequisite of positive discipline is that the leadership must set example for their subordinates to follow. If a supervisor expects his subordinate to resume work on times, he too must be there on time. In short, there must be “leadership by example”.

Other aspects of positive discipline include the need to build a concise, loyal work group. Such a group will try to support and augment his disciplinary efforts. The way to achieve this is to recognize the existence of informal group in the organization and consult with the subordinates in decisions affecting them. This will give the supervisor the opportunity to sell the organization rules and regulations as well as ensuring compliance from the subordinates. If the group understands the rules and accept them, it can be relied upon to exact pressure on its members to abide by them.

According to Beach (1967:228), the group in an informal way may supplement the supervisors efforts in such areas as preventive of horseplay, achieving good attendance, doing one’s fair share of any team work, and controlling the length of coffee breaks.

The red – hot – stove rule or approach to discipline. The Red–Hot–Stove – approach is a devise for rational discipline credited to Douglas McGregor. Heimann and Hilgart (1977:276-288) describe the Red–Hot Stove approach thus.

The rule draws a comparison between touching a hot stove and experiencing discipline. When one touches a Hot –stove, the reaction is immediate, consistent, impersonal and without warning. The burn is immediate and with question of cause and effect. There was warning since everyone knows what happens if one touches a stove when it is hot. The result is consistent; every time a person touches a hot stove he gets burnt.

One gets burn because of what he/she has done – touching a hot stove, hot because of who he/she is the comparison between a hot stove and discipline is apparent. Discipline should be directed against the act and not against the person following these four basic rules will help the superiors reduce the resentment inherent in the disciplinary actions.

The Red–Hot–Stove theory of discipline emphasized on four basic element of discipline. They include.

1. **Immediacy:** According to Heimann and Hilgert (1977:276), immediacy connotes that as soon as an offence is noticed, speedily as possible while avoiding haste which might lead to unwarranted actions.

2. **Advance Warning:** This element is required in a disciplinary framework in order to maintain discipline and have employees accept disciplinary action as fair. It is essential that employees know in advance what is expected of them and what the rules and regulations are. Hackett, (1979:82) in an attempt to further clarify the point above, argues that, it is not enough to specify what the rules are, but it must be ensure that employees and managers are aware of them, understand them and are aware of the consequence of any breach of them.

3. **Consistency:** Consistency of discipline means that each time an infraction occurs, appropriate disciplinary action is taken. It also implied that the same disciplinary action is taken for the same offence consistently and at every point in time when an interaction is noticed. In consistency of discipline lowers the moral of employees and diminishes their respect for the supervisors.

4. **Impersonality:** Discipline cannot be easily. Imposed without causing the person being disciplined feeling resentful and aggressive. However, the resentment can be minimized if it is imposed as impersonally as possible because discipline has the least negative effect if the disciplined individual feels that it is only his behaviour that is being criticized and not his person.

The major question now is, what is the disciplinary framework in the Nigeria public service: looking at the above practiced and ensure in the Nigerian public service, Kaduna polytechnics as a case study. Just as Beach (1982:522) identified two approaches to discipline, the negative approach, popularly called "Big stick" approach and the positive approach. The former emphasize on threat of punishment to earring Staff. The approach is usually seen as autocratic, since obedience to rules are not willing done, but an reaction to threat of punishment does not give room or encourage employees to put in their best performance at if diminishes their morale. The letter which he called positive discipline develops a willing adherence to ruling and regulation of organization because the employee whether as individual or group believed in it and as well see it as a sort of support for his/her growth.

He identified the following as the ingredient of positive discipline communication, training, leadership by example, and recording other groups (i.e. informal group) within the organization. That means the rules and regulation, regiment of job effectively communicated to employee and he must be trained to know them. The superior officer must also lead by example. Finally there must be a sort of cooperation between the subordinate as superior officers as well as other informal group within the organisation; this will ensure a cohesive and loyal work force.

In order to ensure a rational or positive discipline in an organisation, McGregor, postulated, the Red – Hot –stove. Rule when every rational discipline must follow and ensure to him a good or rational discipline can be likened to a red – hot – stove when touched, the reaction is immediate consistence and impersonal. The redness of the hot stove is a warring to anybody and when he touched, the reaction is immediate, the consistory there is that as often or as may times as you touch the Red – Hot stove it burns you. The impersonation is that the red stove does not identify your person or status when you touch it you get burnt.

This study will be guided by the above two theories. The first theory emphasize on two approaches to the discipline. The first approach tagged the "big-stick" approach is intended to be negative. This approach tends to be barbaric as workers view the threat of punishment as the only reason for obedience. This approach is based on fear and confusion.

The second approach is the positive discipline, which tends to be democratic or benevolent. The workers as individual workers wholeheartedly submit themselves to rules and regulations of the organisation. There is harmony and corporation between the superior and subordinates when a disciplinary action is taken against a worker or an individual or group, it is seen and taken as a corrective measure to perform better not as a vindictive act. This theory is associated with leadership trait. This theory might not be sufficient in explaining all about the Discipline and Disciplinary measures in Kaduna Polytechnic.

There are two questions the study tends to answer. The first is, what is the type of approach to discipline being practiced in Kaduna Polytechnic? This question can be better answered using the first theory. The second question is how is disciplinary measures or action practiced in Kaduna Polytechnic? The first theory is deficient in answering the question. As seen,

the second theory propounded by McGregor called the Red-Hot-Stove theory will be utilized to answer the second question.

The Red-Hot-Stove Theory as applied to the study

The Red-Hot-Stove theory emphasized on how rational discipline could be affected in an organization. For discipline to be rational, the theory draws a comparison between touching a hot red stove and experiencing discipline. The reaction is immediate, consistent, impersonal and without warning. The burn is immediate and the redness of the stove is a warning indicating danger. Also, as many times as the stove is touched, the same burn is experienced, that shows its consistency. The red-hot- stove burns, not because of the personality of the person, but because the person touched it.

In view of this, the study would be guided by the Red-Hot-Stove theory, propounded by McGregor. The theory answers such questions as what are the disciplinary measures on ground in Kaduna Polytechnic? And how are they practiced or applied? What are the reactions of workers affected by these measures? And finally what is the effect of these disciplinary actions on the moral and performances of the workers.

The study will equally draw a line between what disciplinary approach is practiced and how disciplinary action is taken. Are they taken positively or negatively? Is it in consonance with the basic principles of Red-Hot-Stove theory of immediacy, warning, consistency and impersonation? The answer to these questions will be out in the findings of this study.

In Kaduna Polytechnic, the behaviour and conduct of the employees is being guided by the Polytechnic rules and regulations, which is the Red-Hot-Stove. When employees err either as individual or group, it means the Red-Hot-Stove has been touched. When such act is committed it is expected that disciplinary action be taken. When the Red-Hot-Stove is

touched, the reaction is immediate, consistent, impersonal and without warning. As such the question is, is the disciplinary action or measure taken against erring staff of the Polytechnic immediate, consistent, impersonal and without warning? In other words, are the rules and regulations as applied on erring staff for an act of misconduct in consonance with the basic principles of Red-Hot-Stove theory? These are questions, the study tend to answer.

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CHAPTER THREE

HISTORICAL PERSPECTIVE AND ORGANISATIONAL STRUCTURE OF KADUNA POLYTECHNIC

3.1 Introduction

Although the course of charting new course for the Nigerian Polytechnic education by educationalist have began since early 1940s, it was only given a serious attention by the Nigerian government in the 70s.

The impetus for the establishment of technical institutions in Nigeria started in 1947, when a delegation of the inter-university council for Higher Education in the British colonies led by Sir William Hamilton life visited latest Africa. Prior to the visit, the delegation recommended among other things, that Polytechnic should be established in West Africa. Following an earlier recommendation by the Ministry Report of the Commission on Higher Education in West Africa in 1945 for the establishment of Technical Colleges, the delegation observed that these Technical Colleges would not be able to serve the manpower's need of the whole West Africa and as such suggested that Regional Colleges should be established first.

Prior to 1947, the training of technical manpower needs in Nigeria was undertaken solely in departmental schools, i.e. the then Public Works Department School, the Nigerian Railway School, the Marine Department School and the Post and Telecommunications School.

Training in these schools was restricted to the requirements of the various departments. By 1948, most of the Department schools were amalgamated to form the Yaba Technical Institute and later renamed, Yaba College of Technology. In 1956, three additional technical institutes were established due to the acceptance of the 1977 Higher Education Report. The institutions are Kaduna Technical

Institute, Enugu Technical Institute, and Technical College Ibadan. After Independence in 1960, these institutions were upgraded to Polytechnics.

In 1965, Enugu Technical Institute became College of Technology and later renamed Institute of Management and Technology. Kaduna Technical Institute became Kaduna Polytechnic and Mid Western Technical College was established in 1964 was later renamed Auchi Polytechnic.

The first section of the chapter would review the historical background of Kaduna Polytechnic. The second section is on the operation and organizational structure of the institution. The last section is on the disciplinary measure in place in the institution.

3.2 **Historical Background Of Kaduna Polytechnic**

The history of Kaduna Polytechnic can be traced back to the idea of establishing a technical institution in Northern Nigeria. In 1951, which resulted in to the establishment of Kaduna Technical Institute. Later, Nigeria government approved the upgrading of the Technical Institute to the Status of a Polytechnic. The first Principal (Mr. Hawley) was appointed in December 1965 assumed duty in August 1966.

After breaking the regional governments of Nigeria in to twelve States in 1967, by General Yakubu Gowon's military regime, the Polytechnic and the institutions owned by the Northern Nigeria government wee managed by the Interim Common Service Agency (ICSA). The Polytechnic Kaduna was expanded to include six other schools owned by Northern Nigeria government by decree No. 20 of 1968 forming present Kaduna Polytechnic.

As at 1968, the Polytechnic had two colleges as follows:

1. College of Science and Technology consisting of the Polytechnic at Kaduna and schools of irrigation Sokoto

2. College of Administrative and Business Studies consisting of former Staff Development Centre, Local Government Training School Zaria, Co-operative Training School Zaria, social Welfare Training Centre, Zaria and Community Development Institute, Zaria.

The survey Training School of the defunct Interim Common Services (ICSA) and Department of Environmental Studies were also incorporated into Kaduna Polytechnic in 1970 and 1974 respectively which later led to the formation of the present day College of Environmental studies of the Polytechnic (CST) had proudly grown to fourteen departments form its initial five. The increase in the number of departments of CST necessitated the creation of the College of Engineering (COE) in 1991.

By the Decree No. 40 of 1991, the ownership of Kaduna Polytechnic was taken by the Federal Government form the Northern States in that same year. The institution was established with the objective of providing diverse instructions, training and research in technology, in science and commerce, the humanities and programme of in-service instructions for members of the public service in Nigeria. In 1968, the Polytechnic had only nine academic departments, but today, the number has increased to thirty-two in four colleges. The colleges all located within Kaduna metropolis are:

a. The College of Science and Technology (CST) with eight departments, located in the main campus at Tudun Wada.

b. The College of Engineering (COE) with six departments, located in the main campus at Tudun Wada.

b. The College of Administrative and Business Studies (CABS) with 12 departments is located along Golf Course U/Rimi.

d. The College of Environmental Studies (CES) with six departments is located along Aliyu Makama Road, Barnawa.

The Polytechnic is highly cosmopolitan with students admitted from all over Nigeria and other countries. The Premier of Northern Nigeria Sir, Ahmadu Bello, Sardauna of Sokoto and late Alhaji Isah Kaita, Wazirin Katsina, the then Minister of Education contributed immensely towards the establishment of Kaduna Polytechnic.

The hexagonal shape of the Crest symbolizes the then six Northern States, the original owners of the institutions. The symbol spider and its web (Gizogizo) the crest for Kaduna Polytechnic was suggested and designed by a local artist Mr. Alexius Enche. The Gizogizo, which many Nigeria and West African folklores symbolizes a hero which by its sharpness, industry and tenacity always comes on top, this aptly symbolizes Kaduna Polytechnic's desire to excel in and spread its services.

The institution thus becomes the largest in Africa, south of the Sahara and the second largest tertiary institution in Nigeria after Ahmadu Bello University Zaria in student' population. Kaduna Polytechnic has been at the forefront in the training of technological manpower for the various sectors of the Nigeria economy.

3.3 **The Organizational Structure Of Kaduna Polytechnic**

It is more often than not the forms of organizational structure of most organizations often reflect the peculiar nature of their functions and objectives. In other words, the peculiar nature of the roles and objectives of

a given organisation dictates how its organizational and administrative structure should be. The organizational structure of Kaduna Polytechnic is designed to provide the necessary condition for effective implementation of its programmed to achieve its stated objectives.

Kaduna Polytechnic is being organized and operated in form of semi-autonomous college system, which consists of four colleges namely:

a. The College of Science and Technology (CST) with eight departments.
b. The College of Engineering (COE) with six departments.
c. The College of Administrative and Business Studies (CABS) with 12 departments.
d. The College of Environmental Studies (CES) with six departments.

There are also other units that provide support services to the Polytechnic and these are:

i. Works and Service Unit
ii. Medical and Health services unit
iii. Library service unit
v. Bursary unit.

Officers of equivalent rank head these units with Directors of Colleges. Directors who are the Academic and Administrative Heads of units head the colleges. The colleges are further organized into school, which comprises departments offering closely related programme. Each school is headed by a Dean who is selected by members of academic staff and from among the Heads of Departments within the school. The college is charged with the responsibility of coordinating and controlling the

academic activities of various departments and schools in the college. The college is also empowered to interview and make recommendations for appointment of suitably qualified candidates to positions in various cadres such as Technicians, Technology, Instructors and Lecturers.

Each college runs a number of academic programmes such as certificate, Kaduna Polytechnic Diploma, National Diploma, Higher National Diploma and Post Graduate Diploma, College of science and Technology in addition runs National Certificate of Education (Technical) and Bachelor of Education (Technical in affiliation to Federal University Technology, Minna).

The Central Administration was also set up to coordinate the affairs of the units that provide support services for the Polytechnic. These units consist of the Rectory, Registry, Bursary, Works and Services, Medical and Health Services, Library science and Staff Primary and Demonstration Secondary Schools.

Figure 1: Organizational Structure of Kaduna Polytechnic

The Board of Governor otherwise known as governing council governed the Polytechnic. The Board of Governors of Kaduna Polytechnic was up till August 1991 made up of representatives of the owner state government, universities and private sector. Being the highest policymaking body, supervision and control of the institution. The board is expected to sit quarterly and consider issues pertaining to budget, policy implementation and other matters concerning general administration.

In the case of general administration, the Rector is the Chief Executive officer of the institution. The Rector, in the performance of his duties he is assisted by the management committee comprising the Deputy Rector (Administration) Registrar, Bursar, and Polytechnic Librarian, the college Director, Director of Medical and Health Services and the Director of Works.

The Registrar is the Head of day-to-day general administration of the institution. He supervises and controls issues pertaining to staff re-appointment, promotion, discipline, training and welfare services. Principal officers in the registry who also control different sectors in the registry department assist him. These officers are in charge of establishment, administration, academic affairs, student's affairs, information and publication.

The Registry department in addition also supervises and coordinates the activities of all other units while other Directors of the unit are the head of administration of their respective units and are answerable to the management committee.

3.4 Staff Discipline In Kaduna Polytechnic

3.4.1 Purpose of Disciplinary Action

As stipulated in the Services Conditions Regulation Acts, disciplinary action may be taken against a member of staff of the Polytechnic on ground of misconduct. For the purpose of these regulations, misconduct means

a. Conduct of scandalous or disgraceful nature, such as corruption, dishonesty, fraud, falsification or suppression of records, abuse of office, fowl language, exam mal practice, member of secret cult, examination malpractice, sexual harassment, etc.

b. Conduct prejudicial to discipline and good government, e.g. insubordination (including unruly behaviour and disobedience of lawful instruction e.g. refusal to accept posting) negligence of duty, absence from duty without permission, etc.

c. Conviction for a criminal offence (other than a minor traffic or sanitary offence or the like);

d. Conduct which may be regarded as constituting failure or inability to discharge the functions of one's office or to comply with the terms and conditions of one's service.

e. Engaging personally in full time employment without permission.

f. Disclosure of confidential official information.

3.4.2 Nature of Disciplinary Action

The following disciplinary actions among others that may be deemed suitable may be imposed on staff as sanction for misconduct.

a. Warning, oral and written

b. Denial of salary increments, (the authority executing this disciplinary action should determine the duration of the denial, which no doubt will be influenced by the gravity of the offences),

c. Denial of promotion of any length of time;

e. Denial of any other benefits as may be deemed appropriate e.g. granting of study leave.

f. Suspension from duty or office

g. Termination of appointment or retirement form service

h. Dismissal from service.

3.4.3 Those Vested With The Power To Take Disciplinary Action

The power to exercise disciplinary control over staff members is vested in the Council. The power may be delegated by council from time to time and in such manner and conditions as council may deem fit. The powers of council to exercise disciplinary control are contained in the Polytechnic Act, Section 12, (Registry Department, 2003).

3.3.4 Details and Nature of Disciplinary Action

Warning: The warning process should encompass drawing attention to shortcomings through informal talk, oral warning and formal (written) warning.

i. Regarding the Teaching Staff: This should be done by the Head of Department, who in respect of the Head, the Rector should do the warning.

ii. Regarding the Senior Administrative and Technical Staff: for the staff members below HAT1SS 9, the immediate supervisors may carry out the steps in the process, while the formal warning should

be the Head of Department. For staff members from Harmonized Teachers Salary Structure, the entire warning process should be in the hands of the Head of Department.

iii. In respect of Directors, Deans and Head of Administration Units: The Rector shall undertake the entire warning process.

iv. Denial of increment or promotion, or any other form of disciplinary action: An appropriate report by the relevant Head of Unit with recommendations should be made to the Appointments and Promotions Committee.

c. Suspension form Duties or Office: members of staff suspended fro duties or office as provided for in section P.8 P.11 of the regulations.

d. Removal from office or Dismissal for Service: this shall be by council, which apart from being the authority that can remove an incumbent from office or dismiss a member of staff from the service, may take any other disciplinary action it deems fit.

e. Redundancy

i. Redundancy shall as far a possible be avoided. However, if an established staff should become redundant (say as a result of reorganization in a department) The Polytechnic shall in such a circumstance endeavor to redeploy the affected person elsewhere in the service. Where all efforts fail, the Polytechnic may retire the employee.

ii. The employees so retire shall be given one-month salary in lieu of notice.

iii. The employees shall in addition to the above be granted leave and other benefits due to him.

iv. Employees who have served for 5 years shall be eligible for gratuity.

v. Any employee who has served for less than 5 years shall be eligible for ex-gratis payment calculated at the rate of one-year salary.

3.3.5 Procedure For Disciplinary Action

i. Oral Warning: oral warning may be given in response to a reply obtained to query where the reply is not satisfactory.

ii. Formal Warning: This requires that an employee shall be given time which shall be indicated in the query. The officer who issued the query shall decide whether:

a. The employee has not exculpated himself but no immediate punishment is warranted, in which case the officer shall issue appropriate formal warning (copying the Registrar and other appropriate officers) and require the employee to acknowledge its receipt in writing.

3.3.6 Punishment

A punitive action is taken where the employee has not exculpated himself through his reply to a query, and deserves some punishments the matter shall be referred by the officer concerned to the Disciplinary and Appeal Committee for necessary action. In taking this action the understated procedure shall apply, and the Disciplinary and Appeals Committee shall constitute (i.e. appoint) the necessary investigation committee.

iii. The Council may dismiss from office or service a member of staff only in accordance with the following rules;

a. The member of staff shall be notified in writing of the grounds on which it is proposed to dismiss him and we he shall be called upon to state in writing before a day to be specified (which they must allow a reasonable interval for the purpose) any grounds upon which he relies to exculpate himself.

b. The matter shall be investigated by the appropriate authority with the aid of the Head of member of staff's Department and such other member of staff as the appropriate authority may appoint.

c. If any witnesses are called to give evidence, the member of staff shall be entitled to be present and to put questions to the witnesses:

d. No documentary evidence shall be used against the staff member unless he ahs previously been supplied with a copy thereof or given access thereto.

e. If the member of staff does not furnish any representation within the time fixed, the council may take such action, as it deem appropriate against him.

f. If the member of staff submit his representations and the council is not satisfied that he has exculpated himself and considers that the staff member shall be dismissed, it shall take such action accordingly;

g. If upon considering the representations of the staff member, he does not deserve to be dismissed from the service but deserves some other punishment, it shall impose on the staff member such punishments, as it considers appropriate;

h. If upon considering the representations of the staff member, the council is of the opinion that the staff member does not deserve to be dismissed but that the facts of the case disclose grounds for requiring him to retire in accordance with the retirement regulation, the council shall direct accordingly.

i. If upon considering the staff members representations, the council is of the opinion that the case against him needs further clarification, it shall appoint a committee to enquire into the matter. The committee shall consist of not less than three persons, one of whom will be appointed chairman by the council. The members of the committee of the staff member concerned and to the nature of the complaints which are the subject of the enquiry The Head of staff member of the committee.

j. The staff member shall be informed that on specific day, the question of his dismissal shall be brought before the committee and that he shall be required to appear before it and defend it and defend himself and shall be entitled to call witnesses. His failure to appear shall be invalidate the proceedings of the committee.

k. If witnesses are examined by the committee the staff member shall be given an opportunity of being present of putting questions to the witnesses on his own behalf and no documentary evidence shall be used against him unless he has previously been supplied with a copy thereof or given access thereto.

l. If during the course of the inquiry, further grounds for dismissal are disclosed and the council thinks fit to proceed against the staff member upon such grounds, the staff member shall by the direction of the council be furnished with a written statement thereof and the same steps shall be taken as are above prescribed in respect of the original grounds.

m. The committee having inquired into the matter shall be amplified in any respect or that further inquiry is desirable may refer the matter back to the committee for further inquiry for report accordingly.

n. If upon considering the report of the committee together with a copy of the evidence and of al material documents relating to the case, the council is of the opinion that the staff member shall be dismissed, such action shall immediately be taken.

o. If the council does not approve the staff member's dismissal and does not consider that any penalty shall be imposed, the staff member shall be reinstated forthwith and shall be entitled to the full amount of salary denied him if he was indicted.

p. If the council considers that the staff member deserves some punishment but not dismissal, it shall apply such penalty as it deems appropriate.

q. If upon considering the report of the committee, the council is of the opinion that the staff member does not deserve to be dismissed but that the proceedings disclose grounds for requiring to retire, the council shall without further proceedings direct accordingly.

r. (i). If criminal proceedings are instituted against a staff member, proceedings for his dismissal upon any grounds involved in the criminal charge shall not be taken pending the criminal proceedings but the staff member shall be suspended forthwith.

ii. If a staff member is convicted on a criminal charge, the council shall consider the proceedings of the criminal court and if it is of the opinion that the staff member shall be dismissed or subjected to some lesser penalty on account of

the offence for which he has been convicted, the staff member thereupon shall be dismissed or otherwise punished.

iii. A member of staff convicted of a criminal offence (other than a minor traffic or sanitary offence and the like) shall be suspended from duty with effect from the date of conviction, pending consideration of his case by the council.

iv. A member of staff acquitted of criminal offence shall not be penalized from any charge of which he has been acquitted, but nothing in this Regulation shall prevent his being dismissed or otherwise punished on any other charges arising out of his conduct in the matter, provided that such charges do not raise substantially the same issues as those of which he has been acquitted.

v. Any staff member who is dismissed forfeits all benefits.

vi If the proceedings laid down in 3.3.3 (p.6) (i) are being taken against a staff member or a criminal charge has been laid against him or criminal proceedings are instituted against him and council considers it fit in the interest of the Polytechnic that he should cease to exercise the powers and funct6ions of his office instantly, the member of staff may be suspended as indicated in Regulations P.8 par. Below.

vii when a member of staff is suspended he shall cease to report for duty and shall be paid half of his salary for 3 months up to a maximum of six months.

viii If proceedings under P.6 (i) reveal that he is not guilty of the charge(s) made against him, the staff member shall be immediately re-instated and shall receive the full 9 months of his e moluments denied him while he was suspended.

If he is found guilty but not dismissed, he shall be refunded the one-half of his salary denied him.

ix. A member of staff must under pain of disciplinary action, report to the Rector through the Head of Department whenever hw has been convicted of a criminal offence, whatever its nature.

x. When a staff member is dismissed, no notice or salary in lieu shall be given to him and his dismissal shall take effect from the date on which he is notified thereof. The Rector notifies the council of date as soon as possible.

3.3.6 General Inefficiency

a. General inefficiency consists of a series of acts of commission/omission or incompetence of which the cumulative effect shows that the staff member is not capable of discharging efficiently the duties of the office he holds.

b. Before proceedings for the removal/dismissal from office or service of a staff member for general inefficiency may be taken, he must have:

i. Been warned on two or more occasions previously, in writing, or

ii Suffered loss or deferment of his last increment and

iii Been given ample opportunity for improvement.

c. In all cases of termination for inefficiency, notice of termination shall be given. The period of notice shall be one month unless other period is appropriate in the light of a particular staff member's terms of service. If it is decided that the staff member shall leave the

Polytechnic immediately, he shall be paid salary equivalent to the period of the notice. The period of notice shall not include any leave to which he is entitled.

d. It shall be the duty of every superior office as soon as he observes any fault or shortcomings in a staff or employee subordinate to him, to bring it to the staff's notice and to record that this has been done, with a view to improving the staff's or employee's usefulness and efficiency in the service.

P.8 Members of staff on Unconfirmed or Contract Appointment

a. The Rector may act on behalf of the Council in cases involving members of staff on contract or unframed full time appointments, provided that:

i. The Rector shall report immediately all such cases and the action taken to the council, and

ii. The member of staff concerned shall have right of appeal as provided for in these Regulations.

b. If the Rector is of the opinion that the conduct of a member of staff is or has been such that it is prejudicial to the interest of the Polytechnic, he may suspend such member of stall from his duties and may also issue instructions limiting his access to any offices in the Polytechnic or enjoining him to make himself available for contracts by any enquiry body of the Polytechnic authorities from time to time.

c. The Rector may, for sufficient cause, terminate the appointment of member of staff on contract appointment or an unconfirmed regular appointment by giving at least three months notice (or payment of three month's salary in lieu). The member of

staff concerned may within seven days of his being informed of the termination make an appeal in writing to the Registrar for submission to the Disciplinary and Appeals Committee set up jointly by the council and the Academic Board with power to hear and determine such appeals. If the Disciplinary and Appeals Committee rejects the appeal, the person concerned may within seven days of his being so informed further appeal through the Registrar to the Council and the council's decision shall be final.

d. The Rector may suspend from duty a staff member to whom notice has been given pending departure of the staff or the determination of the appeal. Unless the termination is revoked, the staff member shall not be entitled to any salary payment, or payment in lieu of salary, for more than three months from the date the notice was given him.

P.9 Member of Staff on Confirmed Full-Time Appointment

Only the council may take disciplinary or punitive action (including dismissal from service) other than warning against member of staff whose appointment has been confirmed. However, if the Rector is of the opinion that the conduct of a member of staff (other than a Principal officer of the Polytechnic) is or has been such that it is prejudicial to the interests of Polytechnic, he may suspend such member of staff from duty and may also issue instructions limiting his access to any offices in the Polytechnic or enjoying him to make himself available for contracts by any enquiry body or Polytechnic authorities form time to time. The Rector shall report to the council immediately any such action he has taken.

P.10 **Principal Officers Of The Polytechnic**

Only the council may take disciplinary or punitive action (including dismissal from office or service) against a member of staff who is also a Principal officer of the Polytechnic. The council may suspend such staff member from duty and may issue instructions limiting his access to any offices in the Polytechnic or enjoining him to make himself available for contracts by any enquiry body or Polytechnic authorities from time to time, pending investigation into his conduct or the completion of any other appropriate action connected with his case.

P.11 **Disciplinary Action Arising From Findings Of A Body Of Enquiry**

Where a body of enquiry appointed by the council discovers that a member of staff has engaged in malpractices or series of acts of misconduct or that he has committed or omitted acts which the council considers to be prejudicial to the interest of the Polytechnic or that he is not capable of discharging his duties efficiently, the council may take such disciplinary measures against him including dismissal from office or service (or suspension there from pending further action).

P.11a **Right Of Appeal**

Any member of staff disciplined or punished under the foregoing regulations shall have the right of appeal through the normal channels, except that a decision by the council shall be final.

If the member of staff is not satisfied with the judgment of his appeal, he can then seek redress in a court of law. The court can either overturn the final judgment of the council, if it considers it as unjustifiable

disciplinary action, and can award damages to the plaintiff and as well order for his reinstatement.

So far, we have examined the Disciplinary measures and procedure in place in Kaduna Polytechnic, those who are giving the authority and power to carry out this measures. In the next chapter, the study will examine the extent, which these measures have being undertaken. In other words, he study will examine the effectiveness of the implementation of disciplinary measure in the institution and its effect on the moral and performance of the workers.

ENDNOTE

1. Registry Department (2005) “Analysis of Staff Disposition” Kaduna Polytechnic, Kaduna. P.30 – 35

2. Registry Department (1996) “A Pictorial History of Kaduna Polytechnic from 1956 – 1996” Kaduna Polytechnic P. 3 – 15

3. Registry Department (2003) “Senior Staff Service Conditions and Regulations”. Kaduna Polytechnic P. 35 – 60.

4. Federal Republic of Nigeria (2000) Public Service Rules

5. Kaduna Polytechnic Act(Registry Department, 2003).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

Disciplinary and disciplinary procedures are very important organization dynamics. Its success or failure would certainly affect other organizational dynamics i.e. motivation, training, employee moral, work performance, and so on. In other words, the success or failure of other organizational dynamics depends largely on discipline and disciplinary measure.

To appraise or examine the nature or extent of indiscipline in an organization like Kaduna polytechnic and the effect on employee moral and work performance, many factors have to be considered. In appraising the nature and extent of discipline in Kaduna Polytechnic, it is pertinent to know if the rules and regulations are made available to individual employee and how vast and familiar they are with the rules and regulations. In other words, are the employees given a copy of the rules and regulations; and are they taught the rules and regulations and the various consequences of disobeying them, and if they are taught, do they understand them?

The second aspect is to examine the extent to which disciplinary actions were taking against erring staff. In doing this, the study examined whether quick and appropriate disciplinary actions are taking by those responsible in case any offence is committed. Another related element examined is the level of consistency at which these disciplinary actions are taking against erring staff.

Finally, the study examined the effect of indiscipline as it affects staff moral and performance.

In appraising or examining these variables, relevant date were sourced or collected from official documents of the polytechnic precisely in the establishment office of the polytechnic.

Also, questionnaires were drawn for prospective respondents from both academic and non-academic staff of the colleges, departments and units.

4.2 Arrangement of the Chapter

The chapter was divided into three sections; the first section contains the introduction. The second contains the rate of Reponses. The third section the first hypothesis was tested using relevant data available. The last contains the test of the second hypothesis postulated for the study.

4.3 Rate of Response

The respondents were selected using the stratified and random sampling method. The whole polytechnic was stratified according to the four colleges and five service units. From each stratum, a certain number of respondents were randomly selected. Table 4.1 contains the detail of the population and sample size. The sampled size includes both the academic and non-academic staff of the polytechnic.

Table 4.1 Staff Strength of Kaduna Polytechnic and sample size for the study.

S/N	College/ Unit	Population		Sample size		Total	
		Academic	Non Academic	Academic	Non Academic	Population	Sample size
1	College of Administrative and Business Studies (CABS)	369	108	60	10	477	70
2	College of Environmental Studies (CES)	109	89	50	10	198	60
3	Collage of Science and Technology (COE)	419	169	50	10	588	60
	UNITS						
1	Rectory	3	88	3	30	88	33
2	Registry	0	847	-	120	847	120
3	Bursary	0	150	-	40	150	40
4	Library	19	82	5	30	82	35
5	Medical Centre	0	103	-	40	103	40
6	Workers	0	408	-	50	408	50
7	Staff School	0	44	-	10	44	10
8	Demonstration school	0	50	-	10	50	10
	Grand Total	**1051**	**2281**	**218**	**330**	**3332**	**548**

SOURCES: Analysis of staff disposition: Registry Department Kaduna Polytechnic. The survey by the Researcher , 2005.

From the Table 4.1 above, the sample size for academe staff was 218, while that of the non-academic staff was 330. Thus, the total sample size for this study was 548 representing 30% of the entire population of the study.

In view of the above, a total number of 548 questionnaires were administered, 500 were duly filled and returned; while only 48 questionnaires were either not properly filled or returned.

However, the researcher is of the opinion that the sample size is highly representative of the entire population of study to make inference and as well arrived at general conclusion in the subject matter.

In addition, interviews were also conducted so as to validate the response from the questionnaire. The analytical tools used in presenting and analyzing data includes, Tables frequency counts, and percentages.

The major limitation in the processes of collecting data is the uncooperative attitude of the workers, particularly, the registry office in releasing some secondary data in form of records of staff misconduct and disciplinary measures that were taken against such misconduct. This staff insisted that such records were confidential and as such cannot be released. However, the researcher was able to get some if this information through personal interview with some of the staffs.

4.4. Test of Hypothesis one

The staff of Kaduna Polytechnic whether academic or non academic are guided by rules and regulations as stipulated in the Service Condition and Regulation Act 2003. These rules and regulations guide the activity and conduct of the staff of the school. Rule P.3 of the Senior Service Condition and Regulation Act clearly states " Disciplinary action may be taken against a member of staff of the Polytechnic on ground of misconduct".

As earlier stated, good discipline can be achieved through the establishment of reasonable standard of conducts and educating the workers on these standards and by wisely enforcing them whenever any form of breach occurs. When such standards are set, developed and maintained by management, employees are more likely to have or develop

good morale than when such conditions are either absent to loosely enforce.

Educating the worker on the standard established involve ensuring the worker is aware of it, knows it and the standard communicated to him.

The first hypothesis is stated thus "*That the disregard for rules and regulations guiding the conduct of employee is a consequence of indiscipline in Kaduna Polytechnic".*

The researcher went on to enquire from the respondent on their level of awareness of the service conditions and regulations guiding their conducts as staff of the polytechnic. Their Reponses are tabulated in table 4.2 below.

4.4.1 Awareness of Rules and Regulations of the Polytechnic

Table 4.2: Awareness of Rules and Regulations

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	422	84
No	78	16
Total	500	100

Source: The survey by the Researcher, 2005

The conduct of the staff of the Kaduna polytechnic is guided by the rules and regulations as contained in the Service Condition and Regulation Acts of Kaduna polytechnics as contain in the handbook. The handbook states all the condition of service for both academic and non-academic staff of the polytechnic. It disciplinary measures that is meted out for each type of misconduct. The disciplinary measures are taken depending on the intensity of the act of misconduct.

The handbook also stipulate the various discipline processes and those giving authority to take disciplinary action on act of misconduct. This however depends on the level, department or unit of such staff.

Table 4.2 above indicates that only 78 or 16% of the respondents are not aware of the rules and regulations guiding their conduct in working place, while 422 or 84% of the respondents are aware. This indicates that majority of the respondents are aware of the rules and regulation guiding their conduct.

Table 4.3: Distribution of the Polytechnics Service Condition Handbook

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	470	94
No	30	6
Total	500	100

Source: The survey, by the Researcher 2005

The table above shows that majority of the respondents were given a copy of the Kaduna Polytechnic Service Condition and Regulation Handbook. The question now is, when are they given this handbook Further interview however indicated that they where given a copy of this Handbook at their point of entry as staff of the polytechnic. This observation gave rise to the next question.

Table 4.4: Distribution per Individual Staff

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	235	47
No	265	53
Total	500	100

Source: The survey, by the Researcher 2005

Table 4.4,. Indicates that majority of the respondents do not have a copy of the handbook as at the time of the survey.

It has earlier been proven that earlier been proven that each staff was given a copy of the handbook when joining the polytechnic. However, the response on tables 4.4 is contradictory to the finding in This researcher further clarified the above issue from the respondent. Their responses are showed in table 4.5 below.

4.5 Position of Individual Staffs Handbook

RESPONSES	FREQUENCY	PERCENTAGE (%)
Lost	180	36
Torn	140	28
In my custody	80	16
Don't know	100	20
Total	500	100

Source: survey by the Researcher, 2005

Table 4.5 shows that 180 or 46% of the respondents have lost their handbook. The handbook for 140 or 28% of the respondents is torn. While 100 or 20% of the respondents can't remember where they kept theirs.

Only 80 or 16% of the respondents are in possession of their handbook of at the time of survey.

It has been confirm in the analysis above that the handbook containing the rules and regulations guide staff conduct in the polytechnic is presently not available to all staff. The next question is, were these rules and regulations effectively communicated to the staff?

4.4.2 Effective Communicating of Rules and Regulations

Table 4.6: Communication of Rules to Staff

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	280	56
No	220	44
Total	500	100

Source: survey by the Researcher, 2005

It is expected that the public service rules and other extended rules and regulation guiding the activities and conduct of the public servant should be made available and communicated to them.

The rules and regulations can be communicated through seminars, Training Programmes, workshops or verbal interaction by the management.

The table above indicates that the respondent represented by 56% of the respondent agreed that they were taught the rules and regulations. In other words, 56% of agreed that the rules and regulation are communicated to them and it was communicated to them.

It is not enough to communicated rule and regulations guiding employee's conduct. The consistency at which these rules and regulation are communicated is also important. Since it is possible that staff might forget, who is communicated to them, a constant reminder of these rules and regulation are essential.

The researcher went on to seek the mind of the respondent on the consistency at which the rules and regulations of the polytechnic are communicated to them. Their responses is tabulated below in table 4.7

Table 4.7 Consistency of Rule Communicated

RESPONSES	FREQUENCY	PERCENTAGE (%)
Consistency	180	36
Inconsistency	280	56
I don't know	40	8
Total	500	100

Source: Survey by the Researcher 2005

The table above indicates that the rate of which the polytechnics rules and regulations are communicated to staff is not consistence. The table shows that 180 or 36% of the respondents agreed that it is not consistence. While 40 or 8% of the respondents said they don't know.

It has been confirmed the inconsistency at which the rules and regulations are communicated to staff in the polytechnic. Another problem is, how familiar are the staff with the rules and regulation in the polytechnic? The researcher further seeks the opinion of the respondents on this matter. Their responses are tabulated in table 4.8 below.

4.4.3 Staff Familiarity with Rules and Regulations

Table 4.8: Familiarity of Rules and Regulations

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	206	41
No	294	59
Total	500	100

Source: Survey by the Researcher 2005

The Table above vividly shows that 59% of the respondents are ignorant of the polytechnic's Service Condition and Regulations Act, which is aimed at guiding the conducts of the Polytechnic staffs (whether academic or non academic). This is not a good development. Then the

question is, who is to be blamed. Is it the management, individual staff or the government? Table 4.9 below provides the answers.

Table 4. 9 Reason for development?

RESPONSES	FREQUENCY	PERCENTAGE (%)
Management	200	40
Individual staff	270	54
Government	30	6
Total	500	100

Source: Survey by the Researcher 2005

The responses on table 4.9 indicate that the managing staffs (i.e. Heads of units and departments and other management staffs) should be blamed for the ignorance of staff to the rules and regulations guiding their conduct. Some staff interviewed opined that some of the management staff is not familiar with the rules and regulations. To them the management staff seldom keeps the average worker under the ignorance of the rules, so that they will not know their rights as workers.

Those who blame the individual staff of the school argued that, since every worker is aware and were given a copy of the rules and regulation guiding their conduct in the Polytechnic, the management should not be held responsible.

4.4.4 Disciplinary Procedure and Disciplinary Action in the Polytechnic

The effectiveness and performance of the public service depend on the existence of a systematic and well-established disciplinary procedure. It involves sanctioning erring employees and rewarding conforming ones. Discipline is considered to be good when employees willingly conformed to rules and regulations of the organization. It is bad when employees either

follow the rules reluctantly or deliberately violate them. Poor discipline normally indicates the need for corrective action. Such action aimed at inhibiting undesirable behavior of an employee is known as disciplinary action.

This section examined the disciplinary process and action is been taken as enforced in Kaduna Polytechnic. Section P.3 of the Kaduna Polytechnic service condition and regulations states that “Disciplinary action may be taken against a member of staff of the polytechnic on ground of misconduct. (See chapter three for details on what act of misconduct means).

In view of this, the respondents were asked if they or any of their close colleagues have in recent time been involved in any act of misconduct. Their responses are tabulated in table 4.10

Table 4.10 : Rate of Staff Erring

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	500	100
No	-	0
Total	500	100

Source: Survey by the Researcher 2005

The table above indicates that all the respondents or their colleagues have recently been involved in one act of misconduct or the other.

The next issue now is who are responsible for taking disciplinary action in the institution and are they performing their responsibility well?

Table 4.11: Responsibility for Disciplinary Action?

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	42	48
No	58	52
Total	100	100

Source: Survey by the Researcher 2005

According to Flippo (1982), there are two basic elements in a disciplinary action process. The first element is the location of responsibility for the administration of disciplinary action. This responsibility is usually that of the line supervisor who is closer to the employee and best able to observe evidence of unsatisfactory behavior or performance and effect necessary correction.

In the case of Kaduna polytechnic, the Heads of Department and Heads of unit are responsible for carrying out administration of disciplinary actions. The major question is, do they effectively carry out this function?

One of the process of enforcing discipline is the drawing of the attention of an employee to an act of misconduct committed by him /her. The Heads of department and unit in Kaduna Polytechnic has not satisfactorily performed this function. This was vividly indicated in table 4.8 by the majority of the respondents represented 52%. This development negates the polytechnic rules and public services rules as it concerns drawing the subordinate attention to act of misconduct. This is through verbal or written query in which the erring staff is expected to answer within a specify time.

Section P.3 .4 of the Polytechnic Condition of Service and Regulation Act specify that the Heads of Department and Unit will be responsible for drawing the attention of staff to their act of misconduct. In respect of director, Deans and Head of Department or units, the Rector

shall undertake the responsibility of drawing the attention of the erring staff.

This development also negates rules 04202 of the public service rules which states that "It shall be the duty of every superior officer as soon as he observe any fault or short comings in the work of an officer subordinate to him, to bring it to officer's notice… with a view to improving the officer's efficiency in the service".

A staff attention is drawn to any act misconduct, through query. When the query is not satisfactorily answered, the next thing to do is to take a disciplinary action against the act of misconduct. This is done following a certain procedure as laid down by the public service rule.

The question now is that, is appropriate disciplinary action taken against erring staff in Kaduna polytechnic. In other words, is disciplinary process following in Kaduna polytechnic? The respondent opinion was seen and their responses as tabulated in table 4.12 below.

Table 4.12: **Enforcement of Disciplinary Action**

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	330	66
No	170	34
Total	500	100

Source: Survey by the Researcher 2005

The public service rules stipulated that when an act of misconduct is being satisfactorily established against a staff, immediate disciplinary action should be taken against the staff. The disciplinary action is supposed to follow the laid down disciplinary procedure.

Majority represented by 360 or 68% of the respondent as indicated in table 4.9 agreed that disciplinary measure are being taking against erring staffs. The major question is, are these measures consistent or do

they follow the normal procedure. This brought us to the next question. Is the disciplinary measure taking in line with normal disciplinary procedure and are they consistent? The answer to this question is contained in table 4.13 below

Table 4.13: Disciplinary Procedures

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	260	32
No	360	68
Total	500	100

Source: Survey by the Researcher 2005

Disciplinary measures are instituted as soon as any of the rules and regulations of the public service and other extant rules are breached. Rules 014101 of the public service Rule and Rule 3.3.1 of the Kaduna Polytechnic Service Condition and Regulation Act emphasized that disciplinary measure are initiated against an officer on ground of misconduct and general inefficiency.

For the disciplinary measure to be rational, it is expected to follow a line of procedure as stipulated in the rules and regulations of the organization. In Kaduna Polytechnic, rules P.6 of the Service, Condition and Regulations Act stipulated the procedure to be followed. (See chapter three for details). This includes advance warning, which might be in verbal or writing form. This warning especially writing warning comes in form of a query in which the erring staff is expected to answer in writing within a given period of time. A punitive action can be taken where the employee has not exculpated himself through his reply to a query, and deserve some punishment. The matter will then refer the officer concerned to the disciplinary and appeal committee for necessary action. There are procedures applied in taking such punitive action (see chapter 3). The

punitive action ranges from Suspension from Duty to removal from Office or Dismissal from Service and Redundancy.

However, the response in table 4.13 shows that these disciplinary procedures are not followed in Kaduna Polytechnic.

Also, in consonance with the theoretical framework of the study, Mc Gregory in his Red-Hot–stove theory of discipline emphasize that rational discipline must have the following element. The theory drew a comparison between teaching a hot stove and experiencing discipline. When one touches a hot stove, the reaction is immediate, consistent, impersonal and without warning. The burn is immediate and with question of cause and effect. There was warning since every one knows what happens if one touches a stove when it is hot, the result is consistent; every time a person touches a hot stove, he gets burnt. One gets burnt because of what he/she has done –touching a hot stove not because of who he is. The comparison between a hot stove and discipline is apparent in that it should be directed against the act and not against the person. Following these four basic rules will help the superiors reduce the resentment inherent in the disciplinary action.

Just as earlier said, the major limitation of data collection was in the area of collection secondary data. The staff in-charge of the records were uncooperative in releasing various act of misconduct within the time frame of the study. To them, such records are confidential and as such, they cannot release it. However the researcher was able to get these few reports from various bulletins of the school. They are presented in table 4.14 below.

Table 4.14: Staff Misconduct and Disciplinary Measures

S/NO	NATURE OF MISCONDUCT	DISCIPLINARY MEASURE
1	Extorting from students to secure admission	Dismissed
2	Gross misconduct	Termination
3	Insubordination	Termination
4	Embezzlement	Dismiss
5	Embarking on further higher study without approval	Dismiss
6	Loss of students certificate	Dismiss
7	Using forge certificates to gained employment	Dismiss
8	Persistent late coming	Query

Source: Survey by the Researcher 2005

The table shows some case treated by the polytechnic council. From the eight cases treated, four cuprites were dismissed from office; three got their appointment terminated, while one was queried. These cases are not exhaustive, as the researcher could not get more. From the view cases cited we could see that a decisive disciplinary action is being taken against the erring staff. The question now as how consistence is this action. The answer to this question is contained in table 4.15 below

Table 4.15 Consistency of Disciplinary Action

RESPONSES	FREQUENCY	PERCENTAGE (%)
Consistence	140	28
Not consistence	320	64
I don't know	40	8

Source: Survey by the Researcher 2005

The table indicates that majority the respondent represented by 320 or 64% agreed that the disciplinary procedures and actions as taken in

Kaduna Polytechnic against erring staff is inconsistence. Also, 140 or 28% of the respondent don't know whether disciplinary procedure and action are consistence or not.

Some of the staff interviewed, who however want to remained anonymous opined that disciplinary procedures and actions taken against erring staff of the polytechnic is not consistency. To them there has always been an element of bias on the part of those responsible for taken these actions.

According to them, Acts of misconduct committed by some influential staff of the polytechnic are swept under the carpet or scudded before it becomes a case. Also some cases involving influenced staff are most time deliberate, delayed so that at the end, the case will be swept under the carpet. Those staffs that know their way have most times caused escape judgment or punishment.

To them, this unpleasant situation has caused a lot of resentment among staff. These actions (biasness or inconsistence), by those who are responsible for enforcing discipline in the polytechnic cannot be justified.

It has been confirmed that the disciplinary procedures and actions taken by those responsible for ensuring discipline is inconsistence and biased, the position now is what is the cause of this inconsistence? In other words, what motivate these officials to behavior that way? The major reasons as identified by the respondents are contained in table 4:16 below.

Table 4.16 Reasons for inconsistence disciplinary actions

RESPONSES	FREQUENCY	PERCENTAGE (%)
God Fatherism	90	18
Tribal and Ethnic sentiment	122	24
Religious Sentiment	138	28
All of the above	150	30
Total	500	100

Source: Survey by the Researcher 2005

As indicated in table 4:16, there is three major primordial factor responsible for inconsistency in the application of disciplinary processing and action in Kaduna State Polytechnic. This includes, God Fatherism, Tribal or ethnic sentiment and religious sentiment. Among these factors the pronounced one is religion sentiments where 138 or 28% of the respondent agreed is the major factor closely followed is the issue of tribal or ethnic sentiment where 122 or 24% of the respondent is the major causes. The last was the issue, of God Fatherism where 90 of 18% of the respondent believed is the major course.

However, majority represented by 150 or 30% of the respondent agreed that all the factors above are the cause, then three factors are interrelated, and as such cannot be easily be separate. Most of the staff hide under the guide of the aforementioned primordial factors to escape being discipline appropriately.

This brought us to the issue of discipline in the institution. It is possible that when disciplinary procedure and action is inconsistence it could lead to indiscipline among employee of such organization.

The researcher went on to seek the opinion of the respondent on the situation concerning discipline in the institution. The responses are contained in table 4.17 below.

4.4.5 **Implications of inconsistence disciplinary actions in Kaduna polytechnic**

Table 4.17: Nature of Indiscipline

RESPONSES	FREQUENCY	PERCENTAGE
There is discipline among staff	150	30
There is indiscipline among staff	30	64
Don't know	30	6
TOTAL	**500**	**100**

Source: by the Researcher

The responses in table 4.17 indicate that there is general indiscipline among the staff of the polytechnic due to inconsistencies disciplinary procedure and action.

The table shows that majority represented by 320 or 64% indiscipline prevails among the staff of Kaduna polytechnic as at the time of the survey. While 150 or 30% of the respondent agree that there is discipline among the staff only 30 or 6% of the responding could not said whether the is discipline or not among the staff.

The researcher want to know the level of indiscipline among staff of the institution, to know this, the respondent were asked to rate the level of indiscipline in the institution. Their responses are contained in table 4.18 below.

Table 4:18 Level of indiscipline in Kaduna Polytechnic

S/NO	RESPONSES	RANK	FREQUENCY	PERCENTAGE (%)
i.	Very High	6	50	10
ii.	High	5	178	36
iii.	Fairly High	4	120	24
iv.	Fairly Low	3	60	12
v.	Low	2	50	10
vi.	Very Low	1	42	8
	Total		500	100

Source: Survey by the Researcher, 2005.

Table 4.18 above indicates the level of staff indiscipline in Kaduna Polytechnic. The various responses were ranked in order of their degree. The highest and most intense ranked (6) while the lowest was ranked (1) the respondents are expected to identify the level and intensity of staff indiscipline in Kaduna Polytechnic as ranked in the table. The responses shows that 50 or 10% of the respondent believe indiscipline is very high,

while42 or 8% of the respondent are of the opinion that indiscipline is very low in the institution. However, majority of the respondents represented by 36% are of the opinion that the rate of staff indiscipline in Kaduna Polytechnic is high. The question now is, what can be responsible for this? The reasons are highlighted in table 4:19 below.

Table 4.19: Reasons for high rate of indiscipline

S/NO	RESPONSES	FREQUENCY	PERCENTAGE (%)
a.	Refusal or laxity in taking appropriate disciplinary action by those authorized to do so.	120	24
b.	Inconsistent application of disciplinary action by those authorize to do so	120	24
c.	Both	260	52
	Total	500	100

Source: Survey by the Researcher, 2005.

The respondent identified two major factor as respondents for the high rate of staff indiscipline in Kaduna Polytechnic.

However, 120 or 24% of the respondent blame opined that refusal or laxity on the part of those authorizes or responsible to enforce number of respondents blamed it an inconsistencies disciplinary procedure and action by those authorize to do so.

Be that as it may, majority of the respondents represented by 260 or 525 agreed the two factors are responsible for the high rate of staff indiscipline in Kaduna polytechnic.

The theoretical framework for this study emphasized that for discipline to be rational, it has to be immediate, impersonal, and

consistent. But in the case of Kaduna Polytechnic, it is glaring the opposite is the case. When necessary punishment is inflicted on employee who broke the rules, it definitely will serve as deterrent to others. But when those expected or authorized to enforce discipline (i.e. Supervisors, Heads of Department/Rector) deliberately shy away, or delayed disciplinary measure with a view to enable erring employees to escape punishment, indiscipline tends to prevail. Also, when disciplinary produces as inconsistent, the relationship between the offences committed and the punishment becomes hazy and difficult to understand. Thus, such disciplinary actions become irrelevant and ineffective in the long run.

Based on the analysis so far made and the responses in table 4.2 to table 4.14 the first hypothesis "*That the disregard for rules and regulation guiding the conduct of employee is a consequence of indiscipline in Kaduna Polytechnic*" is hereby accepted.

4.5 Test of Hypothesis Two

It is no more a gainsaying that for disciplinary to be affective it must be consistence. To Macgregor, (for discipline to be optimal, it has to meet the precondition of Red Hot Stove theory. The major element of rational discipline according to him includes; advance warning, immediacy, consistency, and impersonality.

Through the test of the first hypotheses, it had being established that the inability to establish or take discipline action as established by Macgregor was responsible for the high rate of indiscipline in the Polytechnic.

These developments have many consequences on both the average workers: whether as individual or group. It also affect the organization in general.

The consequences of high rate of indiscipline in the polytechnic might be grievious. It might affect the individual workers and the organization (Polytechnic).

In view of the above assertion, the second hypothesis is postulated thus "*the refusal to enforce discipline is directly related to Low Morale and poor job performance among the staff of the Kaduna Polytechnic*.

4.5.1 Consequences of High Rate of Staff Indiscipline in Kaduna Polytechnic

The consequence of high rate of staff indiscipline in any organization can be grievous. It can affect the employee as individual or group. It could also affect the achievement of organizational growth. The researcher went on to seek the opinion of the respondent whether the high rate of staff indiscipline affect them in any way.

Table 4:20: Effect of high rate of staff indiscipline

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	400	80
No	100	20
Total	500	100

Source: Survey by the Researcher, 2005.

Table 4; 15 shows that, majority of the respondent represented by 80% agreed that the high rate of staff indiscipline in Kaduna Polytechnic has affected them in one way or the other. The researcher went on to ask the respondent how it affects them. Their responses is contained in table 4.21 below

Table 4.21 Effects of Indiscipline

S/NO	RESPONSES	FREQUENCY	PERCENTAGE (%)
1.	It affects my morel.	100	
2.	It affects the cordial relationship between individual employee as well as with supervisor officers or (Management staff)		
3.	It affect my work performance		
4.	All the above		
	Total	500	100

Source: Survey by the Researcher, 2005.

Table 4.21 shows that the polytechnic staffs are affected in three ways first, their relationship with other co-worker is affected, secondly, their moral is affected, thirdly and finally, their work performance is affected.

As showed in the table, 100 or 20% of the respondents believed that this problem affect the relationship with their colleagues. The same number of respondents said it affect their moral and work performance.

However, 200 or 40% of the respondents opined that the high rates of staff indiscipline in the institution affect their relationship with co – workers, their moral as will as their work performance.

The analysis shows that the workers are not happy concerning the problems of indiscipline in the institution. This could lead to worker migration or what is refers to as labor turnover. These respondents opinion were sources in this issue. Their responses are contained in table 4.22 below.

Table 4.22: Implication of Indiscipline

S/NO	RESPONSES	FREQUENCY	PERCENTAGE (%)
1.	There is job satisfaction	180	36
2.	No job satisfaction	280	56
3.	Don't know	40	8
	Total	500	100

Source: Survey by the Researcher, 2005.

When workers moral is low it will definitely affect the work performance. When this happen, the issue of job satisfaction is completely eroded.

Table 4.22 show that 180 or 36% or the respondent have job satisfaction while 40 or 8% of the respondents are undecided. However, majority represented by 56% of the respondent indicates that they no longer have job satisfaction.

The major implication of this development to an organization is great. It is possible that since the job satisfaction has been eroded, the next is to change the job.

The researcher went on toe ask the respondents, if they would change their if given any opportunity their responses is contained in table 4.23 below.

Table 4.23 Consequences of lack of job satisfaction

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	300	60
No	200	40
Total	500	100

Source: Survey by the Researcher, 2005.

As indicated in table 4.23, 300 or 60% of the respondents are willing to leave the polytechnic if they could secure a better job. However, 200 or 40% are willing to remain in the service of polytechnic.

This problem of staff indiscipline has become a big problem to the institution as such quick remedy is required to put a stop to this malady of indiscipline. The respondents were asked if they believed discipline could be restored in the polytechnic. Their responses are contained in table 4.24 below.

Table 4.24 ; Restoring discipline in Kaduna Polytechnic

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	380	76
No	120	24
Total	500	100

Source: Survey by the Researcher, 2005.

Table 4.24 shows that majority representing 380 or 76% of the respondents are of the opinion that discipline can be restored in Kaduna Polytechnic. This can be done, if the management is serious and sincere about it. However, 120 or 24% of the respondents believed that the situation has deteriorated to a stage where discipline will be difficulty to restore.

This brought us to the next issue, what efforts has the management made so far to restore discipline. In other word, the respondents were asked if the management were taken steps to restored staff discipline in the polytechnic. Their responses are contained in table 4.25 below.

Table 4.25: Step taken to restore staff discipline.

RESPONSES	FREQUENCY	PERCENTAGE (%)
Yes	100	20
No	280	56
Don't know	120	24
Total	500	100

Source: Survey by the Researcher, 2005.

As indicated in table 4.25, 100 or 20% of the respondent believed the adequate step is on ground to restore discipline. But, 120 or 24% of the respondents don't even know whether there is any step or not.

However, 280 or 50% of the respondent believed no step or action is in place to restore discipline in the polytechnic. This analysis showed that nothing is in place to restore staff discipline in Kaduna Polytechnic.

In view of the above finding, the respondent were asked to suggest way through which discipline can be restored and maintained in the institution. Their were various suggestion are contained in table 4.26 below.

Table 4.26 Ways Through, which Staff Discipline can be restored

Responses
1. Employment and promotion should be by merit rather than primordial consideration.
2. Heads of Department/unit should be involved in the employment of staff.
3. Leadership by example
4. Discipline should be immediate, impersonal, and consistence
5. Rule of law should be ensured and maintained
6. Communication and cordial relationship among staff should be encouraged and made more effective

Source: Survey by the Researcher, 2005.

The table above shows the various suggestions made by the respondent on how staff discipline can be restored and maintained in the polytechnic. The suggestion includes:

- ⇨ That employment and promotion of staff should be based on merit rather than primordial consideration.
- ⇨ Heads of Department/unit should be allowed to contribute their input in the employment of staff under them.
- ⇨ Leadership should be by example. When the leader is discipline, the followers would follow suit. This can be vice versa.
- ⇨ Discipline should be immediate, impersonal and consistence.
- ⇨ Rule of Law should be ensured and maintained. In other words, no staff of the polytechnic should see him or her as above the law.
- ⇨ Finally, there should be effective communication and cordial relationship among the staff. The management should ensure that this is maintained.

Based on the findings in table 4:20 to 4:26, the second hypothesis that states "*That refusal and inconsistency in enforcing disciplinary action by those responsible is responsible for low morale and poor job performance among the staff of Kaduna Polytechnic is hereby accepted*.

END NOTE

1. Registry Department (2005), “Analysis of Staff Disposition” Kaduna Polytechnic, Kaduna P.30-35.

2. Registry Department (1996), “A Pictorial History of Kaduna Polytechnic from 1956-1996” Kaduna Polytechnic. P.3 –15

3. Registry Department (2003), “Senior Staff Service Condition and Regulations”. Kaduna Polytechnic. P.35-60

4. Federal Republic of Nigeria, Public Service Rules 2000 Federal Government Press, Lagos.

5. Flippo R.B, (1982), **Personnel Management, (**McGraw – Hill Book Company) P. 368

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study is on the assessment of discipline and disciplinary measure in Kaduna Polytechnic. The study is armed as examining the extent of discipline and the application of disciplinary measure in Kaduna Polytechnic. In view of this, two hypotheses were postulated which helps the study to focus on the major variables to be examined.

Data for the study were collected from questionnaire distributed and interview conducted with some randomly selected staffs of the Polytechnic. Also data were sourced from relevant documents and articles and books. Tables, frequency count and percentages were used to present and analyzed the data collected.

The second chapter was denoted to review of various literatures on discipline and disciplinary measures. The second section of the chapter was the theoretical framework of the study. The study was guided by the Red – Hot – Stove theory as propounded by McGregor.

In chapter three an historical review of the establishment of Kaduna Polytechnic from the time when it was a Technical Institute in 1947 to when it was upgraded to a Polytechnic in 1968 was undertaken. The chapter also looks at the operations and the organization structure of the polytechnic. The second aspect of the chapter was on the discipline and disciplinary measure in Kaduna Polytechnic. In doing this, we look at the purpose, nature, procedure and those responsible or vested with power to take disciplinary action in the institution.

In chapter four, relevant data collected were presented and analyzed using table, frequency count and percentage. The data were analyzed

base on the two hypotheses postulated in the study. The major finding, of the study reveals that the problem of indiscipline in Kaduna Polytechnic is not due to staff ignorance of the rule and regulation of the polytechnic, but refusal or laxity on the part of those responsible to enforce discipline. The study also shows the inconsistency in the application of disciplinary action by those rested with the power to do so. This has greatly affects the moral of the staff. It also affects the cordial relationship among staff and between superior officers and their subordinate. The end effect is the ineptitude or look warm attitude to work by the staff. In other words, the staff has no confidences on the management as an un-bias umpire. This has greatly affected their work performance.

5.2 CONCLUSION

The study so far indicated that there is a problem of indiscipline in Kaduna Polytechnic. From the major finding of the study we can conclude that the two hypotheses are accepted.

From the finding of the study we can conclude that major of the respondent are aware of the rules and regulations guiding their conduct. In other words, they are not ignorant of the polytechnic rules and regulation guiding their conducts in work place. Finding shows they every worker in polytechnic is given a copy of the rule at the point of entering as a staff of the institution. The problem is that most of them here either misplace their copy; lost them some of them opined that their own copy has torn. Another related revelation of the finding is that the staffs are taught the rule and regulation and the consequence for breaking them. In other words, the rules are well communicated to them.

Another conclusion that can be reached based on the findings of this study is that the offices rested with the power and authority to enforce

discipline is not performing their job well. We can see from the finding of the study that offence were most times committed, but must times, attention of the erring staff is on draw to the get of misconduct. Also when an act of misconduct is noticed, the superior officer tends to shy away from it.

Finding also shows that when an acts of misconduct is established again some staff, me measures taken are not in line with a notional disciplinary procedure the disciplinary action taken are not consistence. As some are allowed to escape been punished while others are punished. Also disciplinary procedure is sometimes deliberately delay to pervert judgment.

Another dimension of inconsistency as reveal by the study is that appropriate punishment is not sometimes not meted out to staff who cannot the some or similar offense. A case in when two staff were query for using forge certificate to secure employment in the institution and one got is employment terminates and the other suspended, this shows a glaring inconsistency in enforcing disciplinary action

The major reason for this as reveal by the study is as follows God fatherism, ethnic or tribal sentiment and religion sentiment. Loyalty of staff are attached to their role model base an these primordial factors when the staff err, his role model who is of the top will try all he could to protect him from being punished.

The study also reveals that there is high rate of indiscipline among staff of the polytechnic. The two major reasons for this is, one, laxity or refusal to take appropriate disciplinary action when necessary. Secondly, inconsistent application of disciplinary action by those rested with the power to do so. If these two actions are effectively taking, the issue of primordial factor will not arise. If a staff knows that if he cannot any offence he would be punished not mind that he or she is or is attached to.

The study also reveal that the consequence high rate of indiscipline in the school manifest in so many ways, and this could affect the worker this will affect the workers moral and work performance.

Another effect of high rate of indiscipline is that it affects the cordial relationship that exists among the workers and between a subordinate and a superior officer.

The finding also reveal that the school authority here not taken any drastic to address this problem of staff indiscipline. However many agreed that a drastic step has to be quickly taken to address this problem.

5.3 RECOMMENDATIONS

In view of the findings mode in this study, the following are recommended. This recommendation if taken and acted upon will definitely reduce or eradicate staff indiscipline in Kaduna Polytechnic.

The school should designed ensure regular and training programme for staffs on the rules and rules and regulations of the polytechnic as it applied to their conduct as staff of the polytechnic. In this forum, question and answer session should be allowed; so that staff can clarify some issue not cleared them.

There should also be regular training for those vested with the power and authority to enforce or administer discipline in the school.

The Public Service Rule and the Service Condition and Regulation Act handbook of the Polytechnic should be made available and accessible to all staff of the institution. If possible, a copy of this handbook should be given or sold at a subsidized price to staff every five years, so as to ensure that they have it at all times. This might be made compulsory.

The school should adopt the idea of the Red-Hot-Stove theory approach to discipline instead of relying on capital punishment like

termination or dismissal, etc. This will reduce the staff resentment against disciplinary action. This will also bring to an end all the primordial factors introduce into discipline and disciplinary measure.

The institution should also encourage rewarding honesty, hardworking staff so that they could be encouraged. Also the dishonest and lazy ones will also learn to be dedicated and hardworking.

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4. Registry Department (2003), Senior Staff Service Condition and Regulation Act, Kaduna Polytechnic

APPENDIXES

QUESTIONNAIRE

Dear Respondent,

I wish to inform you that I am a Post Graduate Student of Ahmadu Bello University, Zaria. I am currently undertaking a research work titled Discipline and Disciplinary Measures in the Nigerian Public Service: *A case study of Kaduna Polytechnic.*

In view of this, you are requested to provide the required information by filling the attached questionnaire. The information is purely for academic purpose and all information would be treated with the highest confidence, and that is why you re not expected to write your name.

Thank you.

Yours faithfully,

GINA LAMOSI EGWOBA

APPENDIXES

QUESTIONNAIRE FOR STAFF OF KADUNA POLYTECHNIC

SECTION A: BIO- DATA OF RESPONDENT

1. Designation / Rank……. Nature of Job
   a. Academic ☐ b. None Academic ☐

2. Educational qualification ……

3. Years of experience……..

4. College / Department/ Unit…….
   Sex a. Male ☐ b. Female ☐

5. MARITAL Status a. Married ☐ b. Single ☐

SECTION B – Disregard for rules and inconsistency to enforce discipline by management in Kaduna polytechnic

6. Are you aware of the rules and regulations guiding your conduct as a staff of the polytechnic?
   A. Yes ☐ B. No ☐

7. Are you given a copy of these rules and regulations?

A. Yes ☐ B. No ☐

8. Do you have a copy presently? A. Yes ☐ B. No ☐

9. Are you taught or are these rules and regulations explicitly explained to you verbally? ☐ Yes ☐
B. No

10. Are you familiar with these rules and regulations guiding your conduct? A. Yes ☐ B. No ☐

11. Do you understand them? A. Yes ☐ B. No ☐

12. Do you or any your colleague have at any time disobeyed or being involved in any act of breaking these rules and regulations?

A. Yes ☐ B. No ☐

13 if yes, is any disciplinary action taken against you or your colleague? A. Yes ☐ B. No ☐

14. Do your Head or superior officer draw the attention of staff when they err? A. ☐ B. ☐

15. Does your Head or superior officer taken a quick disciplinary action against any erring staff A. Yes ☐ . No ☐

16. If they do, do they follow the normal disciplinary procedure?

A. Yes ☐ B. No ☐

17. Is the disciplinary action taking against erring staff consistent?

A. Yes ☐ B. No ☐

18. If your answer is no, what are your reason? (Tick as Appropriate)

a. God Fatherism
b. Religious sentiment
c. Tribal or Ethnic Sentiment
d. All of the above
e. State any other reason(s)

19. Please rate the level of indiscipline amongst workers of Kaduna Polytechnic? (*Please tick as appropriate*)

a. Very High ☐
b. High ☐
c. Fairly Higher ☐
d. Fairly Low ☐
e. Very Low ☐

20 Which of these can be attributed to the high rate of indiscipline in kaduna polytechnic?.

A. Refusal or laxity in taking appropriate disciplinary action by those in charge.

B.Inconsistency in disciplinary action.

C. Both.

21. Do you agree that the principal officer should be blamed for these indiscipline amongst staff of Kaduna Polytechnic?

A. Yes ☐ B. No ☐

SECTION C – Consequences of Indiscipline in Kaduna Polytechnic

22. Do you agree that the high rate of discipline could affect both individual worker, and the organisation general?

A. Yes ☐ B. No ☐

23. Does the refusal or partial application of disciplinary action ever affects you?

A. Yes ☐ B. No ☐

24. If yes, in what way? (*Tick as appropriate*)

a. It effects my work performance

b. It effect my moral

c. It effects the cordial relationship between employees

25. Do you agree that indiscipline among staff has affected work performance among employees of Kaduna Polytechnic?

A. Yes ☐ B. No ☐

26. Do you agree that indiscipline among staff has affected Kaduna Polytechnic employees' moral?

A. Yes ☐ B. No ☐

27. Do you agree that a drastic step has been taken to address the problem of indiscipline?

A. Yes ☐ B. No ☐

28. Please suggest the steps to be taken to ensure an affective and consistent disciplinary measure in your institution.

_____

_____

_____

_____

_____

_____

Thank you.