



RESEARCH ARTICLE

RELATIONSHIP BETWEEN DISCIPLINE AS A MANAGEMENT TOOL AND EFFECTIVE JOB PERFORMANCE OF ACADEMIC STAFF IN CROSS RIVER UNIVERSITY OF TECHNOLOGY, CALABAR

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ARTICLE INFO

Article History:

Received 25th April, 2021
Received in revised form
10th May, 2021
Accepted 25th June, 2021
Published online 30th July, 2021

Keywords:

Discipline Management Tool Academic
Job Performance CRUTECH Nigeria.

ABSTRACT

This paper investigated the relationship between discipline as a management tool and academic staff job performance in Cross River State University of Technology (CRUTECH). The study adopted a survey-descriptive case study design because the events had taken place in their natural course of happening. One research question and one null hypothesis were formulated to guide the study. Eight hundred and twenty two (822) academic staff of CRUTECH constituted the population out of which stratified proportionate random samples of fifty (50) academic staff were identified for administration of Discipline as Management Tool and Effective Job Performance Rating Scale (DMTEJPRS) was administered for data gathering. The data were subsequently analyzed with basic statistics and the Spearman's Rank Order coefficient of correlation to establish the relationship between the variables. Results showed R of 0.49 and coefficient of determination of 24%. Both X and Y variables were regressed and a regression coefficient of 0.71 was obtained. It was concluded that discipline as a management and academic staff job performance had a moderate but significant relationship. Three recommendations were made one of which was that the Management of CRUTECH should utilize discipline as a management tool as argued in this paper and play down the "carrot with stick" philosophy of management generally wielded in organizations.

INTRODUCTION

Discipline means different things to different people in different contexts. Moreover, different people have different objectives or reasons in enforcing discipline and expect different results from those on whom discipline is enforced (Byars & Rue, 1997; Apalia, 2017 and Nwinyokpugi, 2015). There are also different sources of discipline: the Omniscent, people in authority and organizations (*Insight on the Scriptures*, 1988). A question that readily comes to mind is: why discipline? Ordinarily, when the behavior of a person or group of persons does not conform with the expected norms, rules and regulations, it becomes necessary to discipline the erring person or persons in order to bring such persons into the accepted code of conduct. Generally, people in authority and whole organizations are desirous that other people under them should be disciplined. This suggests obedience as well as carrying out actions that that promote their objectives or desist from carrying out actions that do not promote their interests—survival, attainment of their objectives and growth. So, does discipline mean taking out only punitive actions on people? This is the focus of this paper. Consequently, this paper sets out to ascertain the relationship between discipline as a management tool and effective job performance of academic staff in the Cross River University of Technology (CRUTECH), Cross River State, Nigeria. Therefore, this is a case study paper because the researcher wishes to find out whether discipline is used by the University management as a management tool in the institution and not in a limited sense of

"the carrot and stick approach" (Hornby, 2015) in which people are persuaded to try harder by offering them a reward if they do, or punishment if they fail to do what is required. Therefore, the argument in this paper is that discipline as a management tool performs the same or identical function as strategic planning, customer relationship management, employee engagement surveys, benchmarking and balanced scorecards (Onstrategy, 2021). To guide the study, one research question was posed and one corresponding null hypothesis formulated as stated below:

Research Question: What is the relationship between discipline as a management tool and effective job performance of academic staff in Cross River University of Technology (CRUTECH), Nigeria?

Null Hypothesis: The mean difference between discipline as a management tool and effective job performance of CRUTECH academic staff is not significantly different ($P = <0.05$) from zero.

Description of the Area of Study: Cross River University of Technology (CRUTECH) is a four multi-campus institution born out of an amalgamation of three former tertiary institutions owned by the Cross River State Government---The Polytechnic, Calabar, College of Education, Akamkpa and IBB College of Agriculture, Obubra. This present campuses of CRUTECH are located in Calabar that houses the Faculties of Science, Engineering, Environmental Sciences and Education;

Obubra that houses the Faculty of Agriculture and Agric Engineering; Ogoja that houses the Faculty of Management Sciences and Tourism and Okuku that houses the Faculty of Health and Allied Sciences.

Theoretical Model: The researcher created the following model to graphically illustrate the divergent positions of management and academic staff on discipline. A congruence of their perceptions and belief in discipline as a management tool's function as a corrective rather than punitive tool will engender greater loyalty, efficiency and productivity among CRUTECH academic staff.

Literature Review: Materials related to this study were reviewed under the following sub-topics:

Basis and Importance of Discipline: The first basis for discipline as a management tool is that both management and academic staff perceive discipline from different but parallel and antagonizing positions. The researcher argues in this paper that this should not be the situation. Rather, discipline should be a corrective process (as audit in accounting) in which both management and academic staff demonstrate a stake in the achievement of organizational goals and objectives. The researcher further argues that discipline as a management tool should engender cooperation between management and academic staff. It, therefore, means that discipline as a management tool may reduce or eliminate suspicion and crises in the organization (CRUTECH) which will further lead to better job performance and higher productivity (Apalia, 2017).

Management's Concept of Discipline

CRUTECH Management's concept of discipline is premised on CRUTECH Senior Staff Conditions of Service; a Manual that specifies the Dos and Don'ts for both senior academic and non-academic employees of the University. This Manual specifies offences, procedures for handling discipline and penalties against erring academic staff. In addition, there are other Management's policy decisions that explain the provisions made in the University's Conditions of Service. These are a fall out of the deficiencies of the Conditions of Service Manual in disciplinary areas that were not contemplated in the Conditions. This means CRUTECH Management simply implements the disciplinary regime enshrined in the Conditions of Service hook, line and sinker. This suggests, too, that the university management does not use discipline as a management tool in the same way as strategic planning, customer relationship management, employee engagement surveys (except when there is a disagreement between management and the staff union), benchmarking and balanced scorecards (OnStrategy, 2021).

CRUTECH Academic Staff's Concept of Discipline: CRUTECH academic staff's concept of discipline is hinged on Hornby (2015) explanation of discipline as "the carrot and stick approach". In other words, CRUTECH Management uses discipline to extract performance without which an erring staff could be sanctioned without hesitation. This makes academic staff feel they are mere instruments in the hands of management who use them to ensure effective job performance. This situation appears to engender alienation among academic staff and easily leads to a stand-off between the two because there is no congruence in their perspectives of discipline in the institution except as a punitive instrument.

Discipline as a Management Tool: In order to understand the need to use discipline as a management tool, it is necessary to present here how other management tools are used to achieve organizational goals and objectives. For example, OnStrategy (2021) argues that strategic planning has become an increasingly vital tool utilizing both short-term and long-term planning enabling organizations to stay adaptable. It focuses an organization's ability to respond successfully to changes and plan for sustainable viability; customer relationship management has also grown in popularity due in large part to executive's perception that customers are not as inclined to be loyal as they once were with 67% of executives saying they believed their customers had become less loyal to their brand. The internet makes it easy for customers and potential customers to compare prices, which hampers organization's ability to boost prices while maintaining market share and consumers are more easily swayed by a lower price., employee engagement is designed to improve employee morale and, by extension, productivity, retention and customer loyalty and Employee engagement is a critical component of the health of any organization surveys, benchmarking, another popular tool, improves performance by identifying and applying best demonstrated practices to operations and sales. Managers compare the performance of their products or processes externally with those of competitors and best-in-class companies and internally with other operations within their own firms that perform similar activities. and balanced scorecards In Europe, the Middle East and Africa, the Balanced Scorecard — a tool that helps companies measure and improve managers' performance — topped the list. Other researchers on this include: Ubah, Onyebueke & Omodu (2019), Dzivhani (2000), Henry, Onderi & Odera (2012), [Ehiane](#), (2014); Wedaga, S (2012);

Effective Job Performance of CRUTECH Academic Staff

According to the *National Policy on Education (2014)*, university education shall make optimum contribution to national development; intensifying and diversifying its programmes for the development of high level manpower within the context of the needs of the nation while the Polytechnics shall provide full-time or part-time courses of instruction and training in engineering, other technologies, applied science, business and management leading to the production of trained manpower. Thus, there is no gainsaying the fact that University education is geared towards imparting both theoretical and practical knowledge to students. University teaching takes the form of lectures, seminars, tutorials, practical and industrial work experience, excursions and field trips, as well as projects, theses and dissertations (Nwanna, 2008). However, these methods of exposing university students to both theoretical and practical knowledge have failed to achieve that lofty goal due to application of discipline (Nelson, 2002), Classroom management as a context within which academic staff exhibit their skills in effective teaching and learning as argued by Arogundade, Atanda & Ekere, (2008). Between them is an explanation of all aspects, strategies, problems and challenges of classroom management in university education. Their arguments are complemented by workload management in the university system (Zwalchir & Bueyer, 2008). It is the conclusion of this researcher that excessive academic workload is detrimental to both the students and effective teaching of the lecturers (academic staff). Effective job performance (especially in the school system) is a concept that appears over-worked because it has to do with the outcomes of learning – whether or not learning has

taken place through observable change in behaviour of the learners. In the university system, it attracts a greater attention because of its focus on theorizing for knowledge and, of course, practical application of knowledge acquired. This is associated with creative teaching (Okujagu, 1996), students as better learners based on causal analysis of success and failure (Ukpong, 1997), evaluation practices peculiar to technical education (Joshua, 1997), teacher preparation as a means of achieving quality education (Mbuk, 2000), maintenance of quality and effectiveness in liberal education (Bako, 2000), improving the teaching effectiveness of university teachers through training and practice (Fregene, 1998), effective classroom management (Rinne, 1999) and effective teaching (Moore & Quinn, 1994). The import from these few researchers is that effective job performance of university teachers requires a large repertoire of skills and the ability to put these skills to use in different situations. This means, too, that university teachers improvise as no one approach or method suffices in all situations at all times. This is because the students have different temperaments, backgrounds, levels of intellectual abilities as well as institutional variables. One can, therefore, see that effective job performance of university teachers is herculean. Okujagu & Dienye (1996) took a holistic view of effective teaching at all levels of the school system by putting researches on philosophical, sociological, psychological, scientific, counseling and a host of other perspectives of teaching. This was done to nurture effective teachers at all levels of education in the country.

RESEARCH METHODOLOGY

This study adopted a survey-descriptive case-study methodology because the events happened naturally. What was required was to ascertain the relationship between discipline as a management tool and effective job performance of CRUTECH academic staff. The population of the study consisted of eight hundred and twenty two academic staff of the university as shown in Appendix 1 under population distribution. From the above population, a proportionate random sample of fifty (50) academic staff was used for administration of a five-factor Discipline as a Management Tool and Academic Staff Effective Performance Scales. The respondents were simply required to rate the two variables. The scores of the respondents' rating of the two variables were shown in Appendices 3 represented by serial number (for the respondents), X (for discipline as a management tool) and Y (for academic effective job performance). The data were analyzed with the Spearman's Rank Order (correlation coefficient) (R) to establish the correlation between the two variables (Appendix 4)

Table 1. Basic Descriptive Statistics

Computation	X	Y
Mean	47.68	69.04
N	50	50
Variance	338.60	367.26
SD	18.40	19.16

Calculation of rho

$\sum D^2 = 10,095; N_o = 50$

Substituting in the Formula, we have:

$$\rho = 1 - \frac{6 \times 10,095}{50(50^2 - 1)} = \frac{60750}{124950} = 0.49$$

$\therefore r^2 = 0.49$

Coefficient of determination = $\sqrt{0.49} = 24\%$

Table 2. 4-Way Guide for interpreting rho values

Value of r	Interpretation
0.76 – 1.00	Very Strong Relationship
0.51 – 0.75	Strong Relationship
0.26 – 0.50	Moderate Relationship
0.00 – 0.25	Weak Relationship

Presentation of Data and Results:Data gathered for the study were presented in four tables: Appendix 1 (Population Distribution) Appendix 2 (Sample Distribution) Appendix 3 (Raw Scores for Discipline as a Management Tool) and Academic Staff Effective Job Performance). Table 4 shows the analyses of the data using Spearman's Coefficient of Correlation. After analysis of data, the following results were obtained for the two variables of discipline as a management tool and effective job performance of academic staff in CRUTECH represented by X and Y.

Interpretation of Results: There was a correlation (R) of 0.49 between discipline as a management tool and academic staff job performance which according to (Nwanna in Nworgu, 2006) is medium. This finding implies that discipline as a management tool has a moderate but significant relation with academic staff job performance. This finding solves the problem of whether or not there is a relationship between the two variables. Consequently, the proportion or percentage of the variance of the dependent variable Y was accounted for or predicted by the coefficient of determination (Nworgu, 2006) which is the square of r^2 . In this paper, therefore, the square r^2 of 0.49 was 0.24%. This meant that the job effectiveness of Y (CRUTECH academic staff) could be predicted by 31%. To further confirm this result, the R_x^2 and R_y^2 were regressed and a regression coefficient of 0.71 was obtained. This significantly confirms the 49 % coefficient of determination which indicated that based on the relationship between the two variables, discipline as a management tool may guarantee academic staff job performance to the value of 49%.

Conclusion

This paper concludes that the relationship between discipline as a management tool and CRUTECH academic staff job performance was statistically moderate and significant at the alpha level of 0.05; more so, as reflected in the correlation (R) of 0.49 and a coefficient of determination of 24%. This conclusion was informed by the argument that discipline as a management tool should be a process of identifying errors among academic staff and correcting them that constituted the background of this paper. This, coupled with a better regime of human resources management places the University's Management in good advantage to ensure academic staff's greater efficiency and productivity. This finding applies strictly to Cross River University of Technology, but could also apply to other universities in Nigeria and elsewhere that experience the same characteristics as those that obtained at the institution under investigation.

Recommendations

Based on the analyses of data for this paper and the findings made, the following recommendations are made:

- The Management of CRUTECH should utilize discipline as a management tool as argued in this paper and play

down the “carrot with stick” philosophy of management generally wielded in organizations.

- Efforts should be made to liberalize the strict implementation of the Senior Staff Conditions of Service regulations on matters of discipline.
- There should be more research into the effect of applying discipline as argued in this paper on the effectiveness and productivity of academic staff in the institution.

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Appendices

Appendix 1: Population Distribution by Campus

S/No.	Campus	No. of Academic Staff	Percentage (%)
1	Calabar Campus	687	82
2	Obubra Campus	41	5
3	Ogoja Campus	49	7
4	Okuku Campus	45	6
Total		822	100

Appendix 2. Sample Distribution

S/No.	Campus	No. of Academic Staff	Percentage (%)
1	Calabar Campus	41	82
2	Obubra Campus	2	5
3	Ogoja Campus	4	7
4	Okuku Campus	3	6
Total		50	100

Appendix 3. Raw Data on Discipline as Management Tool and Effective Job Performance

S/No	Discipline (X)	Effective Job Performance (Y)
1.	38	80
2.	71	71
3.	49	81
4.	29	62
5.	36	79
6.	47	77
7.	29	73
8.	35	88
9.	58	90
10.	77	69
11.	66	63
12.	28	75
13.	48	60
14.	40	68
15.	32	93
16.	70	57
17.	38	78
18.	51	89
19.	49	88
20.	45	81
21.	38	50
22.	45	76
23.	46	49
24.	28	50
25.	46	82
26.	50	70
27.	53	89
28.	58	83
29.	26	68
30.	38	79
31.	69	48
32.	48	70
33.	51	89
34.	38	79
35.	55	81
36.	68	50
37.	40	78
38.	46	49
39.	68	80
40.	46	82
41.	36	48
42.	45	83
43.	28	59
44.	61	54
45.	46	90
46.	48	91
47.	36	89
48.	30	75
49.	31	79
50.	40	77

Appendix 4. Calculation of rho

S/No.	Discipline as a Magt Tool	Effective Job Performance	Rx	Ry	(Rx-Ry)	D ²
1	38	80	21	9	+12	144
2	91	31	1	29	-28	784
3	49	81	14	14	0	0
4	29	62	28	19	+9	81
5	36	79	22	10	+12	144
6	47	77	16	12	+4	16
7	29	73	28	15	+13	169
8	35	88	23	5	+18	324
9	48	90	14	2	+12	144
10	77	39	8	24	-16	256
11	66	33	10	28	-18	324
12	28	75	29	14	+15	225
13	26	60	30	20	+20	400
14	40	68	20	18	+2	4
15	32	93	25	1	+24	576
16	70	37	9	25	-16	256
17	38	78	21	11	+10	100
18	51	89	13	4	+9	81
19	49	88	14	5	+9	81
20	45	81	18	8	+10	100
21	38	70	21	16	+5	25
22	45	76	18	13	+5	25
23	86	49	4	22	-18	324
24	28	70	29	16	+13	169
25	46	82	17	7	+10	100
26	31	70	26	16	+10	100
27	43	90	19	4	+15	225
28	58	83	12	6	+12	144
29	26	68	30	18	+12	144
30	38	79	21	10	+11	121
31	79	28	7	31	-24	576
32	48	70	15	16	-1	1
33	50	89	13	4	+9	81
34	38	79	21	10	+11	121
35	81	55	6	21	-15	225
36	68	30	9	30	-21	441
37	40	78	20	11	+9	81
38	86	49	4	22	-18	324
39	48	80	14	9	+5	25
40	46	82	17	7	+10	100
41	36	78	22	11	+11	121
42	83	45	5	23	-18	324
43	28	69	29	17	+12	144
44	61	34	11	27	-16	256
45	46	90	17	3	+14	196
46	33	91	24	2	+22	434
47	89	36	2	26	-24	576
48	30	75	27	14	+13	169
49	31	79	26	10	+16	256
50	40	77	20	12	+8	64
Total						10095

$$\sum D^2 = 10,095; N_o = 50$$

Substituting in the Formula, we have:

$$r = 1 - \frac{6 \times 10,095}{50(50^2 - 1)} = \frac{60750}{124950} = 0.49$$

$$\therefore r^2 = 0.49$$

$$\text{Coefficient of determination} = \sqrt{0.49} = 24\%$$