



International Journal of Institutional Leadership, Policy and Management
Volume 3, Issue 3, pp. 471-489. 2021

ISSN: 2735-9220

www.ijilpm.com.ng



DISCIPLINE AND ACHIEVEMENT OF ORGANIZATIONAL OBJECTIVES

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ABSTRACT

This paper focused on discipline and achievement of organizational objectives. Discipline is the practice of making people obey rules or standards of behaviour and punishing them when they do not. The task of discipline is usually left in the hands of whoever is in charge of getting tasks done in an organization. Discipline however, cannot be performed in a vacuum, hence, different organizations at all levels requires discipline, if goals must be achieved. Different disciplinary measures are usually applied to achieve law and order in organizations, they include, corrective, supportive and preventive discipline. Due to differences in interest, orientations and motives, there is likely going to be conflict that leads to indiscipline. Indiscipline is the violation of organizational norms, values and standards. Every formal organization has laid down rules and regulations that governs the affairs of every stakeholder, managers and other employees towards achieving a common goal, any behaviour that does not conform to these rules and regulations is known as indiscipline. indiscipline is caused by inadequate/ineffective employees' orientation before resumption of duty, absence of definite rules and regulations in an organization, undue delay in implementing the awards and agreement by the employers among others. Some factors that contribute to indiscipline in Nigerian organization include; parenting, individual personality, peer group influence, poverty, government, organizations, employees and society. The paper concluded by providing some possible preventions and solution to organizational indiscipline which calls for the government to live up to their responsibilities by providing enabling environment for organizations to strive. Managers of organizations must be very active and effective in order to curb the high level of indiscipline.

Keywords: Discipline, Achievement, Organization, Objectives.

Reference to this paper should be made as follows:

Ernest, A. (2021). Discipline and achievement of organizational objectives. *International Journal of Institutional Leadership, Policy and Management*, 3(3), 471-489.

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INTRODUCTION

Organizations are made of people of different characters and ideologies, who work together and interdependently in order to achieve the organizational goal. There is always an interaction among workers and management in the course of carrying out their duties and responsibilities. Workers contribute their ideas to the organization. Due to differences in interest, orientations and motives, there is likely going to be conflict. Indiscipline is the violation of organizational norms, values and standards. Every formal organization has laid down rules and regulations that governs the affairs of every stakeholder, managers and other employees towards achieving a common goal, any behaviour that does not conform to these rules and regulations is known as indiscipline. Indiscipline consists of actions, feelings of thoughts that do not follow the normal and expectations of a particular organizational culture. It varies from time to time and from organization to organization.

The word organization can be used to refer to a lot of things, in different instances. One thing that predominantly comes to mind when the word organization is spoken, is order, decorum arrangement. For instance, the online service 'definitions.net' defines organization as: "an ordered manner; orderliness by virtue of being methodical and well organized". Although not very explanatory, the Oxford dictionary defines organization as the action of organizing something. It goes further though to say that an organization is an organized group of people with a particular purpose, such as a business or government department (Oxford, 2021). Also, organization can be a group of people who work together with an accurate, simple, specific and perfect budget, goals, law and legislation, objectives, plans, processes, procedures, rules, strategies, structures, systems, vision and treaties.

Organizations are very important for various reasons. Organization is important because it allows individuals and groups to perform tasks more efficiently that produces effectiveness. It helps people find information and items faster, and it allows groups to work together without wasting time. Organization is important for dealing with information as well (Reference, 2020). The four common elements of an organization include common purpose, coordinated effort, division of labour, and hierarchy of authority. There are certain factors, individuals or elements that must be put in place for the effective running of an organization. Chief of which, is leadership. Every organization that operates within a nation has leaders at different levels that coordinate both human and material resources to achieve predetermined goals. These leaders are expected to possess the abilities to motivate, inspire, direct and organize everyone within the organization for the main aim of achieving set objectives (Ogona, 2020).

CONCEPTUAL CLARIFICATION

Concept of Discipline

The term discipline often refers to two contrasting phenomena. One talks about conduct, and principles, while the other talks about careers, and jobs or a branch of knowledge. Oxford (2021) cites discipline as the practice of training people to obey rules or a code of behaviour, using punishment to correct disobedience. Discipline is the practice of making people obey rules or standards of behaviour, and punishing them when they do not (Collins, 2021). The task of discipline is usually left in the hands of whoever is in charge of getting tasks done in an

organization. For example, the teacher/headmaster/lecturer in classrooms, the manager in offices, etc.

Discipline is intended as a tool for correction, yet it should be intentionally done, so as not to cause a strain between the leader and the followers, which will lead to even less productivity. There are different types of misbehaviour and each requires specific treatment or discipline method to be used. According to the book, *Building Classroom Discipline: Sixth Edition*; there are three types of discipline:

Preventive Discipline – Preventive discipline focuses on providing a motivating curriculum which can grab the interest of the students that they focus on their studies thus, diverting them from misbehaving. This involves showing concern and passion to the students and calling attention for student improvements.

Supportive Discipline – Supportive discipline assists the misbehaving student with self-control to help them get back on the track. This involves showing interest in the student's work, providing positive feedbacks and helping them in some difficulties.

Corrective Discipline – Corrective discipline includes dealing with the problem directly. However, this should neither intimidate the students nor make them uncomfortable. This means one has to stop disruptive behaviour, if necessary, speak privately with the misbehaving student, and invoke consequences for the misbehaviour (David, 2015).

Goals and Objectives

Having discussed what organizations are, and what goals are earlier in this study, we can thus marry both these concepts, and say that organizational goals are objectives or targets set by organizations, companies, or a group of people to act as a way-marker on the path to a particular aim. Mekhala (2007), asserted that organizational goals are strategic objectives that a company's management establishes to outline expected outcomes and guide employees' efforts. There are many advantages to establishing organizational goals: They guide employee efforts, justify a company's activities and existence, define performance standards, provide constraints for pursuing unnecessary goals and function as behavioural incentives. For the goals to have business merit, organizations must craft a strategic plan for choosing and meeting them.

Importance of Organizational Goals

- Goals help define a company's purpose, assist its business growth and achieve its financial objectives. Setting specific organizational goals can also help a company measure their organization's progress and determine the tasks that must be improved to meet those business goals.
- Goals need to be specific, measurable, achievable and timely. By setting clear, realistic goals, organizations have a clearer path to achieve success and realize its vision. Goal setting, and attaining them, can also help an organization achieve increased efficiency, productivity and profitability.
- Organizations should clearly communicate organizational goals to engage employees in their work and achieve the organization's desired ends. Having a clear idea of organizational goals helps employees determine their course of action to help the

business achieve those goals. Employees should also be equipped with the proper tools and resources needed as they do their work to help meet the overall organizational goals.

- Setting goals can also help companies evaluate employee performance -- for example, creating individual employee goals that support overall organizational goals and measuring individual performance against those individual goals. While an organization can communicate its organizational goals through formal channels, the most effective and direct way to do so is through employees' direct supervisors. This enables managers to work with their staff to develop SMART (specific, measurable, achievable, realistic and time-bound) goals that align with the organization's goals. Setting organizational goals also helps build workplace harmony because it makes employees work toward attaining similar goals.

While developing sound goals helps organizations with planning, over time, goals might turn out to be unrealistic and need to be modified accordingly.

Types of Organizational Goals

There are two main types of organizational goals:

Official goals: detail a company's aims as described in its mission statement or in public statements, such as the corporate charter and annual reports. They help to build the organization's public image and reputation. Such goals are often qualitative and harder to measure.

Operative goals: are the actual, concrete steps a business intends to take to achieve its purpose. A company's operative goals often don't parallel its official goals; for example, while a non-profit volunteer organization's main official goal may be community service, limited funding might mean that its operative goal of fundraising will take precedence.

These are often short-term goals that organizations seek to achieve through its operating policies and undertakings and are measured quantitatively. Their success is based on metrics. Companies are able to outline specific steps they need to take to achieve operative goals. Businesses also set operational goals to determine what business processes can help realize operative goals. They include specific, day-to-day operational tasks needed to run a business and that help drive scalability and business growth (Mekhala, 2007).

Key organizational goals can also include employee and management performance, productivity, profitability, innovation, market share and social responsibility goals.

Examples of organizational goals

Examples of effective organizational goals may include steps taken to cut down on the time taken to improve and process online orders for customers, keeping software up to date by applying security patches when needed or improving customer service interactions by streamlining call centre productivity. For example, if a company's official goal is to increase customer satisfaction by offering multichannel customer support, such as social media, mobile, live chat and email, its operative goal will be to craft a strategy for establishing, supporting and integrating customer support channels. The organizational goal -- supported by completing

successful operative goals -- will be met when the company effectively captures all business process requests in a unified, central tool to provide effective multichannel support

Classification of Goals

By measurability, the organisation's goals are classified into operational goals that can be formulated in the way that allows measuring of its achievement and non-operational goals that cannot be formulated in such a way. However, according to Henry Mintzberg, no goal can be completely measurable, something is inevitably lost while moving to a measurable goal, leading to just an approximation. He offers an example that even the goal of achieving a profit cannot be measured exactly, because measurement requires a time period (long period makes it harder to notice the changes, while the shorter period encourages improvement of measurable results at the cost of future profit). Henry Mintzberg classifies the organizational goals into four groups:

- Ideological goals (emerging from organisation's ideology, especially organisation's mission)
- Formal goals (emerging from formal authority)
- Common personal goals
- System goals (emerging from willingness to keep the organisation in existence)

Mintzberg lists four system goals of organisations.

- Survival
- Efficiency
- Control of the environment
- Growth

According to him, although efficiency is usually defined as getting the most benefit with the least costs, in practice only measurable benefits and costs are taken into account. Thus, since the costs are usually easier to measure than benefits, and economic benefits and costs are easier to measure than social benefits and costs, efficiency as a goal leads to economising whenever the decrease of benefit is not noticeable (Mintzberg gives an example when administrator of university cuts costs of a study program, as he cannot measure how much the training will worsen), and ignoring of social benefits and costs (Wikipedia, 2021).

Interaction between Goals

Henry Mintzberg lists five cases of reconciliation of goals:

- Concentration on achieving one goal
- Concentration on achieving goals in succession, in a pre-set order
- Concentration on achieving alternating multiple goals
- Concentration on achieving goals in succession, without a clear order
- Concentration on achieving all goals to some extent, as constraints

For example, existence of concentration on achieving one goal, with other goals being treated as constraints, has been confirmed for resellers (franchisees). According to Henry Mintzberg, if some of organisation's goals are operational, when other goals are not, organisation tends to

concentrate on achieving operational goals at the cost of non-operational goals (Wikipedia, 2021).

Tertiary Organizations

Goals are like way-markers, we set for ourselves, groups or organizations, which help us achieve a particular plan or project. Wikipedia (2021) asserted that a goal is an idea of the future or desired result that a person or a group of people envision, plan and commit to achieve. People endeavour to reach goals within a finite time by setting deadlines. Meanwhile, Dictionary.com (2021) defines goal as an objective or target that someone is trying to reach or achieve. Goal is also the end point of a race or something that a player is trying to put an object into as part of a game. Goal has other senses as a noun. A goal is an aim or objective that you work toward with effort and determination. A goal is an idea of the future or desired result that a person or a group of people envision, plan and commit to achieve. People endeavour to reach goals within a finite time by setting deadlines. A goal is roughly similar to a purpose or aim.

There are three types of goals, they include:

Process goals: which are specific actions or processes of performing. For example, aiming to study for 2 hours after dinner every day. Process goals are 100% controllable by the individual.

Performance goals: which are based on personal standard. For example, aiming to achieve a 3.5 GPA. Personal goals are mostly controllable.

Outcome goals: which are based on winning. For a college student, this could look like landing a job in your field or landing a job at a particular place of employment you wanted. Outcome goals are very difficult to control because of other outside influences (EWU, 2021).

In order to achieve maximum effect from goals, the process of goal setting should be extensively looked at. Goal-setting theory was formulated based on empirical research and has been called one of the most important theories in organizational psychology. Edwin A. Locke and Gary P. Latham, the fathers of goal-setting theory, provided a comprehensive review of the core findings of the theory in 2002. In summary, Locke and Latham found that specific, difficult goals lead to higher performance than either easy goals or instructions to "do your best", as long as feedback about progress is provided, the person is committed to the goal, and the person has the ability and knowledge to perform the task (Wikipedia, 2021). According to EWU (2021) Goal-setting is the process of taking active steps to achieve your desired outcome. Some coaches recommend establishing specific, measurable, achievable, relevant, and time-bounded (SMART) objectives, but not all researchers agree that these SMART criteria are necessary. The SMART framework does not include goal difficulty as a criterion; in the goal-setting theory of Locke and Latham, it is recommended to choose goals within the 90th percentile of difficulty, based on the average prior performance of those that have performed the task. Goals can be long-term, intermediate, or short-term. The primary difference is the time required to achieve them. Generally, in setting goals, some tips you should consider are to set both short-term and long-term goals; set SMART goals; set goals that motivate you; write down your goals, and put them in a place you can see; adjust your goals as necessary; recognize and reward yourself when you meet a goal.

Impact of Indiscipline to Organizational Success

Conformity: Members of an organization are to act in accordance with expectations and normative means of attaining goals. Any obstacle on the path to goal attainment must be ruthlessly dealt with.

Innovation: This appeals to members of an organization who are least likely to succeed through conventional means, they turn to crime which promises far greater rewards than the legitimate means.

Ritualism: This involves complying with some of the organizational goals but, without striving to reach the organization goals.

Retreatism: This occurs when members of an organization reject both the goals and the accepted means of achieving them.

Rebellion: This occurs when members of an organization reject the goals and reuse them with different goals that seek to redefine new values for society.

Causes of Indiscipline

- Inadequate/Ineffective employees' orientation before resumption of duty.
- Absence of definite rules and regulations in an organization.
- Undue delay in implementing the awards and agreement by the employers.

Factors That Contribute To Indiscipline in Nigerian Organization

- Parenting
- Individual personality
- Peer group influence
- Poverty
- Government
- Organizations
- Employees
- Society

Types of Indiscipline in Organization

Minor Infractions: These are acts that do little or no harm, they become grave if accumulated as a result of negligence, carelessness etc.

Major Infractions: These are acts that substantially interfere with the systematic operations of an organization. E.g. outright disobedience, cheating, stealing.

Intolerable Offenses: These are wrong doings that might lead to legal nature. It involves the use of weapons, theft, fighting etc.

Ololube (2017) reported these major offences.

- Assault and insult: beating up fellow employees, verbal abuse etc.
- Dishonesty: Deceit, treachery, fraudulent acts, untruthfulness, etc.
- Disobedience: Non-compliance, breaking rules and regulations etc.

- Drug Offences: Selling hemp, cocaine, drinking alcohol and sniffing tobacco, using drugs not prescribed by the doctor etc.
- Sexual Offense: having sex within or around the organization, rape etc.
- Truancy: Absenteeism, malingering and returning days or weeks after instead of being at work.

Solution/Prevention of Indiscipline in Organizations

Government

They must live up to their responsibilities by providing enabling environment for organizations to strive. A government is vested with the power of enforcing laws and maintaining peace and security.

Monitoring and Control of Organizational Activities

It is expected that the activities in the organization is being monitored and in line with the expected performance and objectives of the organization.

Religious Institutions

Good morals and proper behaviour should be taught by this institution other than preaching about wealth, prosperity etc.

Guidance Counsellors

The services of counsellors should be employed in organizations to assist employees in difficult situation.

Role of Parents

Parents should initiate a high and consistent level of discipline at home so that children will learn from and be better citizens in the future. It is the duty of organizational leadership to ensure that employees comply with its rules and regulations to avoid indiscipline (Ololube, 2019). The purpose of rules and regulations in an organization is to ensure that objectives and the overall fish of the organization are met. For organizations to maintain order and respect in the workplace and also for job effectiveness, the leaders should have established rules and regulations in place that will benefit everyone involved. One of the ways of ensuring order and compliance with established rules in the workplace is discipline. Organizational discipline is not a matter of punishment or supremacy.

Objectives of Organizational Discipline

- Improving and uplifting teamwork so that goals can be reached
- Creating a sense of harmony among individuals by making them follow the same set of rules
- Improving the sense of tolerance among employees

Features of organizational discipline:

- Training that improves individuals morally and mentally

- Controlling the natural instincts in certain situations like high pressure
- Earn obedience by following a systematic method
- Preserve order
- Train by instructing and controlling

Types of organizational discipline

Self-discipline: This is the ideal situation where the employees themselves are motivated enough to regulate their actions like time management, priority setting etc. and the organization does not have to put in any extra effort

Task discipline: In this situation the employee has to be responsible enough to do their job in the best way possible by them.

Group discipline: Group discipline is teamwork. Most jobs in an organization require to be worked upon by a team, so group discipline is very important.

Importance of organizational discipline

Protection: Having a disciplined work force ensures that the work environment is peaceful and provides a sense of security

Improves performance: Discipline eradicated issues such as presentism, absenteeism, missing deadlines, etc.

Increase in productivity: Improved performance results in higher efficiency and productivity

Promotes appropriate behaviour: Following a set of conduct naturally makes sure that all employees exhibit behaviour fitting the company's image

Objective of organizational discipline is to mould the behaviour of its workforce by training and instruction to better achieve its goals. It is the supervisor's duty to explain to his subordinates the necessary areas of improvement. This promotes employee wellbeing (MBA, 2018).

For any individual or group to survive it is important that certain human functions are kept in mind. Like the function of controlling the process of reproduction. For the society to exist it's important that the members of this society itself keep supplying societal members with a nurturing environment. And this is possible only through reproduction. These reproduced members exist as a part of the institution of the family which again is a part of the larger institution which is the society. Other functions include law and order because these are what guide the families to live in an orderly fashion. To make sure that the members of the family and society can support theirs and their family's financial requirements, the economic institution is created. This depends on the education of the person for which education is supplied through the educational institution. In this way, many institutions exist with the aim of providing the specific details required to live (Aakansha, 2017).

Concept of Organisations

Organisations are established ways of doing things. It refers to those rules and regulations which in their abstractness focus on the practicality of them by maintaining social interaction and regulated behaviour pattern. It involves discipline and curbing human emotions and behaviour.

Recognized usage and procedures are known as organisations of Sociology. These established rules help create unity among the members which takes the organisation forward. There are norms set for and by every society. Even though these norms differ from society to society, the members of a particular society stick to their norms. Only then can the organisation prosper. If each one will focus only on themselves then the essence of the organisation will be lost and there could be chaos. Say the parents need steady support without which they cannot look after their children because the institution of a family does not teach one that it is their responsibility to look after their children.

It is a natural drive and instinct. This is what makes the generation and institution forward else it might collapse. Everyone had to understand their role, reversal of which may alter the peace of the society and its members in general. Because of the presence of organized ways of livelihood, there's not much competition else many people would have found difficult to survive. In a way, society is helped by the institutions in order to function and are the pillars of society. Without one the other cannot function properly. It is a combined supplication so they are interdependent. If the economic condition is good, automatically a good family can be established. Similarly for a good family to live in a good way, financial strength is necessary. How well the family will run, depends on how educated its members are. Thus, the concept of Institution is important to study many social sciences. Every person might have their own idea of an institution.

Characteristics of an Organisation

- A cluster of social usage: A cultural system exists and all follow the same cultural practices and traditions.
- The relative degree of permanence: The beliefs are laid out and tried and tested over time. If they sustain then they become the fundamental beliefs of the institution and gain a permanent recognition.
- Well-known defined Objectives: The Objectives resonate with the cultural norms. It is kept in mind that the people are made to understand the difference between the Objectives and the functions.
- Cultural Objects of Utilitarian Value.
- Institutions are Transmitters of Social Heritage.
- They are resistant to social changes due to the rigidity of beliefs.

Types of Organisations

Crescive Institution - These include matters of property, religion, and marriage and are unconsciously originated.

Enacted Institutions: These include business and credit Institutions that are related to profits and the economy and hence are consciously established.

Basic Institutions: These are simply those that are regarded as important to maintain social order in society. The Family Institutions, Political Institutions, Educational Institutions, Religious Institutions, etc.

Subsidiary Institutions: These Institutions are a bit complex in the way that they are not necessarily so much in order to maintain social order. Like recreational activities and clubs come under these Institutions.

Further Institutions can also be classified into Operative Institution and Relative Institution.

The operative is those whose function is to organize patterns which are necessary to attain any objective, e.g., institution of Industrialism. Relative Institutions are those which are not a part of the regulatory institution themselves but help in controlling the custom and other types of behaviour.

Functions of Organisations

- They simplify the actions and work of the individual.
- They provide a means to control society and people who constitute it.
- Every individual is assigned a role depending on which he can achieve and regulate his status.
- They help to maintain the order in society.
- They act as stimulants by giving the required freedom.
- Create harmony and unity amongst the members of society.

Association and institution both differ for it depends on the kind of roles and positions the members acquire in the setup (Aakansha, 2017). Tertiary education, also called post-secondary education, is any level of education pursued beyond high school, including undergraduate and graduate credentials. These credentials encompass certificates, diplomas or academic degrees. Tertiary education refers to specialized education in a specific field, taken on after finishing high school. Tertiary education is non-compulsory and provided in a specialist institution, usually a college, polytechnic or university. This form of education may be delivered virtually or at a distance.

Tertiary education, also referred to as third-level, third-stage or post-secondary education, is the educational level following the completion of secondary education. The World Bank, for example, defines tertiary education as including universities as well as trade schools and colleges. Higher education is taken to include undergraduate and postgraduate education, while vocational education beyond secondary education is known as further education in the United Kingdom, or included under the category of continuing education in the United States. Tertiary education generally culminates in the receipt of certificates, diplomas, or academic degrees. UNESCO stated that tertiary education focuses on learning endeavours in specialized fields. It includes academic and higher vocational education (Wikipedia, 2021). The World Bank's 2019 World Development Report on the future of work argues that given the future of work and the increasing role of technology in value chains, tertiary education becomes even more relevant for workers to compete in the labour market. Tertiary education is very important, for one, it produces better-educated citizens who are equipped to deal with a wide range of challenges and advancements. Educated citizens are more able to compete on a level playing field with citizens in other countries.

Merits of Tertiary Education

Gain Job Satisfaction with Higher Education: A higher education allows you to pursue a career that interests and inspires you. When you have the freedom to choose your career, you're more likely to enjoy it. Higher job satisfaction also comes from higher income, better employment benefits, and more advancement opportunities. Often people are looking to get out

of their dead-end job, which is why they seek a higher education. They are seeking an actual career instead of just clocking in everyday so they can pay the bills. When you're in a rewarding career, you're more apt to perform your job well and get genuine job satisfaction out of it. When you're more satisfied with your career, you're more likely to be productive and become an asset to the company you work for, which leads to better job security.

Improve Your Self-Esteem and Self-Confidence with Higher Education. When you have a higher education, you tend to stand a bit taller and straighter — metaphorically speaking. In other words, you are more confident in yourself, and your self-esteem is boosted after you have completed those college years. Not only are you better equipped to deal with life's mental challenges, but you are more likely to feel more satisfaction doing so. A higher education has long been thought of as a rite of passage, and, therefore, once you've crossed that finish line, you have that extra sense of accomplishment. Nobody can take this accomplishment away from you. Even if you were to lose the physical college Diploma and go on to a different career than what you studied for, the hard work you put into your journey will never be lost. There will always be rough patches as you move on in life, but you will always know exactly what it takes to begin something and successfully complete it. This is priceless.

Achieve a Happier and Healthier Life with Higher Education. Among the most vital benefits of higher education in the 21st century is the fact that it helps communities and societies operate smoothly and enhances personal lives. Educated individuals are involved more actively in societal activities like political interest, voting, interpersonal trust, and volunteering, according to the Organization for Economic Cooperation and Development (OECD). When you have more knowledge, you are more inclined to participate in these events and activities. A higher education makes you more aware of what you're actually capable of as well. This enables you to improve your own life, as well as contribute to the world as a whole. When you spend one, two, four, or six years learning and developing yourself, you tend to feel more content and happier as you lead an educated life. According to the College Board, this knowledge and the skills you gain and develop over time promotes a healthier and fulfilling lifestyle and cuts back in healthcare costs. Take the following statistics, for example:

Smoking: Those with four-year college degrees are less likely to smoke, as indicated by the fact the gap between the smoking rates of high school graduates and four-year college graduates increased to 17 percentage points in the year 2012 — from the two points back in 1962.

Obesity: Those with a higher education are not as prone to becoming obese as those with just a high school education. Additionally, kids with parents who are more educated also tend to be less prone to becoming obese than other kids.

With the additional schooling, taking care of your mind becomes a priority. Therefore, you naturally make your body a priority as well. Bottom line, when you know better, you end up doing better. A higher education offers progress to a more efficient economy, improvement in people's lives, and contributions to a more stable society. It gives you the opportunity to rise above your parent's socioeconomic status and become something better. When you are born into a lower economic atmosphere, you're more likely to stay there without a college education (VC, 2019). Remember, a higher education doesn't necessarily guarantee you financial security and a great life. But there are overwhelming facts and statistics, some of which we've shared above, that indicate when people go beyond high school, they tend to improve their probability of employment significantly, increase their income potential, and secure their lifestyle. It can also

create opportunities for your children as well. Even if you're challenged with going to college locally, online degrees can make it easier to attain higher education no matter what stage of life you're in. We invite you to read about our programs, review our online campus offerings, and learn about our career services here at Vista College to find out how easy it is to start your higher education today.

Discipline in Tertiary Organisations

One of the most serious problems tending to undermine the provision of quality education in our tertiary institutions is that of indiscipline. Because of the great concern shown both by the individual in general and the society in particular about the word "discipline", it becomes very necessary to ask why discipline is so much needed in any established organization or group. Realistically, it should be borne in mind that for organizational objectives to be achieved, the members must have a common purpose. It is this purpose that binds them together as a group to work towards the achievement of the stated organizational purposes. These purposes cannot be achieved without conformity among the members of this group. In the process of conforming to the group, members find themselves submitting or repressing some of their natural behaviours or thinking, not because they are afraid of being reprimanded or condemned but because they feel committed to the fellowship and ideals of the group.

In the tertiary institutions, the purpose of discipline is to produce graduates who will be well behaved in the society by differentiating what is good from what is bad and striving to do well for the general welfare of the society. Most educated elites, government, parents and even all stakeholders in education recognize the fact that educating youths to conform to the acceptable rules and regulations of the society is not an easy task and as such, it must be the joint efforts of the parents, the church, the school and the government. It is pertinent to note that as the society becomes increasingly more complex, and as the progress of the nation solely depends upon the ability of its citizens to control themselves in a positive manner, it becomes necessary that future citizens be enlightened on how to develop behaviour controlled from within rather than those imposed from without.

This view point was being supported by Sheviakov and Radl (1956) in their reflection to present-day attitudes when they asserted that problems of discipline and self-control assume a new significance and realism in today's world. In a complex civilization, the individual often has to subjugate his personal inclinations, whims, and comforts, even some of his liberties to bigger goals than personal ones. In the uncertainty of a "divided world" where peaceful coexistence of conflicting philosophies of life may at any time be terminated by armed conflict, the individual must be ready to renounce for the good of the group even his wish to survive. If the democratic philosophy is to flourish, our ways of living and believing, the ideals of generations must be preserved. For this we need children and young people who cherish these ideals above all and who, therefore, are ready to endure privation and to exercise the utmost self-control

From the above discussion, it could be said emphatically that Nigeria is where it is today because of the quality of education that is being dispensed in its tertiary institutions and even in the society at large. Our level of development be it physical, scientific, economic, political or moral is indeed a sad reflection of the quality of education that is made available to us. The decay, neglect, decadence and crisis that characterize our tertiary institutions are reflected in and derived from our public and private life. As has always been pointed out, no nation can rise above the quality of its educational system. Besides, if there is gross indiscipline in the society, it is bound to affect the school system too. An undisciplined society is bound to produce an

undisciplined individual. It is at the tertiary level that this act becomes more apparent, hence the urgent and compelling need to critically examine the situation at this level if the future of the country is not to remain bleak (Ajayi & Adeniji, 2009).

Causes of Indiscipline in Tertiary Organisations in Nigeria

The causes of indiscipline in our tertiary institutions can be attributed to several factors. Notable among these factors are:

Laxity in home control and parental supervision: It has always been said that “charity begins at home”. Thus, it is the peoples’ beliefs that good home training is a sine-qua-non for overall child’s development. This is because the home has been perceived as the first teacher to any child. Although, as the child grows, other people around get involved in the training of the child. Consequently, it is assumed that proper supervision becomes very necessary at the tender age of any child. In the past, it would be recalled that children were trained to be well disciplined simply because parents were particular about the behaviour of their children and they regarded such training as their primary responsibility. But today’s parents have abandoned their primary responsibilities of raising their children in the way they themselves have been raised. Instead, they run after material wealth and fame leaving the responsibility of child discipline entirely in the hands of the school. This is more apparent in the tertiary system where students are regarded as adults who need little or no supervision.

Another way in which the home contributes to student’s indiscipline is the unlimited or unguided liberty or freedom granted by the parents to their children. Most children are over-protected and over pampered at home and thus become problematic in the school and society. Some parents usually allow their wealth to be the pride of their children. They provide their children with all kinds of material needs to the extent that such children consider themselves better than other people around them including their teachers. Most times, you find such students riding in exotic cars, and wearing very expensive dresses. They drive recklessly all over the place, causing avoidable accidents. They throw parties every now and then and one will hardly find them attending classes. Many of them engage in armed robbery, certificate forgery/racketeering. For example Prof. Yinka Ajayi Dopemu of the University of Ilorin lost his life a few years ago in probing students’ certificate racketeering. Also, lecturers and administrators are now at the mercy of these students. Both lecturers and administrators are no longer in the position to discipline or control the students. This position is confirmed by Turney (1973) who observed that a parental relationship is a source of problem of indiscipline in school.

School factor: Tertiary institutions in Nigeria today are confronted with massive increase in students’ enrolment with no corresponding increase in both human and material resources. Thus, most institutions are now faced with the problem of coping with the massive welfare responsibilities expected by the general public. The physical conditions of most tertiary institutions promote indiscipline. For instance, there are inadequate recreational and welfare facilities, inadequate library and laboratory facilities, and shortage of classrooms for learning, inadequate exposure of students to reading materials (compulsory & required) as well as supplementary readings. Certainly, all these will promote indiscipline. This position is supported by Ezeanya (1979: 73) who remarked that:

“To expect that there will be discipline in all those ill-equipped institutions, where accommodation is poor, where there are no tables, where children sit eating in a bare floor, where there is no playground, good lighting facilities and water supply will be to expect a miracle to happen.”

These institutions have found themselves in such a situation because the financial allocation from government is grossly inadequate to meet their needs. They thus over enrol in order to generate more funds. The Olabisi Onabanjo University, for instance is adjudged by NUC to be the most over populated university in the country today. It has overshot its carrying capacity by over 29,000 students, why? Because of the need to generate more funds to supplement salary and meet its running cost. The resultant effect is gross indiscipline as is been witnessed in the university today.

Teacher factor: The attitude of lecturers in our tertiary institutions can either stamp out or promote indiscipline among students. Such attitudes as exploitation of students by lecturers such as compulsory sale of hand-outs, textbooks as well as sexual harassment in addition to receiving gratification of all kinds from the students can promote indiscipline. Moreover, inadequate commitment to duty by lecturers, as well as inadequate incentives and staff welfare policies are also factors that promote indiscipline in our tertiary institutions.

Societal factor: The society in which the students develop and operate also have tremendous influence on their behaviours. Such things as inadequate transportation, water, accommodation and electricity in host communities as well as massive poverty in the land can engender indiscipline in the tertiary institutions. Olabisi Onabanjo University is a typical example of this type of situation. The concept of crisis-culture may be another root cause of indiscipline in the tertiary institutions. Thompson in Brameld (1995) has defined culture crisis as “the manifestation of critical imbalance in one or more essentials of a culture structure in an environmental setting”. Bidney (1953) an anthropological theorist defines culture-crisis as a state of emergency brought about by the suspension of normal or previously prevailing, technological, social or ideological conditions. Barnett (1953:52) has explained that in a state of cultural-crisis.

“A familiar universe of associations and sanctions has been distorted or destroyed, and must be reorganized. The wrenching away of any control mechanism... requires a reorientation. Unsettlement for any cause creates a fluid condition in which the old values are no longer operative. With the old sanctions and compulsives gone or of doubtful validity, the way is open for the creation and the acceptance of new interpretations.”

From the above, it is clear that the contemporary Nigerian society is an epitome of cultural-crisis. Clearly in the recent past there have been imbalances in some of the essentials of the culture such as in the ethical values. We have also had the suspension of some norms in regard to vital ideological conditions. Bribery has transformed into “settlement”, examination malpractices have been tagged “assistance”, ‘cooperation’ etc. Mails are no longer assured to arrive their destinations promptly intact, or even at all, 419 syndicates have mushroomed. Indeed the periods we have been going through within the past two decades can be defined as periods of unmitigated confusion and near disintegration, periods of paralyzing economic depression or unrestrained corruption and human misery, of global insecurity and nightmares or apathy, of wanton destruction of public utilities, kidnapping and assassination and of ill-gotten wealth and

unbridled affluence. Indeed, a period of culture-crisis. Thus, the Nigerian society can aptly be described as a crisis-culture.

In general, in crisis-culture, the tertiary institutions habits, symbols, beliefs and faiths are almost all infested and infected by chronic instability, confusions, bifurcations and uncertainties (Ukeje & Ehiamezor, 1988). Various tertiary institutions and the generality of the masses tend to build in their members and in themselves, habits of acquiescence in, rather than a feeling of concern about, the current circumstances, and at times habits of disloyalty and un-patriotism. The disequilibrium in our present circumstances have reverberated in the tertiary institutions in the form of bleak future for the graduates – massive unemployment – as there is no employment after studies or after National Youth Service Corps (NYSC), epileptic school years which was as a result of frequent disruption of academic activities by staff and students alike. This may lead to prolongation of the school sessions to about 6-7 sessions as against the required 4 sessions. In most cases, the baton of strike is passed from one union to the other. When lecturers or non-academic staff are not on strike over one thing or one other, the students are on their own rampage.

Government Influence: Another important factor contributing to students' indiscipline is the influence of government on education. Free education policy introduced in the Western Region of Nigeria in 1955 as well as the Universal Primary Education (UPE) policy introduced by the Federal Government in 1976 brought about an unprecedented enrolment of pupils into the educational institutions. Ajayi (1985) asserted "there was shortage of everything except the pupils" in all our educational institutions. This could be said to be the genesis of indiscipline in our educational institutions. Other areas where government promotes indiscipline in tertiary institutions include using students in politics and encouraging them to be partisan, undue interference in union matters including union elections at state and even NANS elections, sponsoring division among students, as well as encouraging them to undermine the university authorities. Some Governing Councils in most cases also do not help matters because instead of supporting authorities' efforts at controlling these students and curbing their excesses, they wittingly or unwittingly encourage these students to disregard constituted authorities.

There was a time a council member in one of our tertiary institutions was overheard as saying, "Please leave these students alone. Do not you know that we need them for 2007 election? Most of the laws governing these institutions vest the power to discipline students in the head of such an institution. The Governing Council only has oversight functions and, in most cases, they are expected to be concerned with giving policy directions. But what happens in most cases is that they get directly involved in the day-to-day management of the affairs of these institutions with the resultant effect of breeding indiscipline since most times these students bypass constituted authority and go directly to council members or even government. They will openly tell one that they are dealing with one's superiors. Decisions taken by authorities are often times upturned by these higher authorities. In quite a number of cases, when investigations are being conducted on offences committed by a group of students, undue pressures from higher quarters are mounted to ensure that such students are not punished or have such punishment mitigated. The resultant effect of all these undue interferences is gross indiscipline among both staff and students of our tertiary institutions. Summing up the level of indiscipline in our tertiary institutions, Nwabueze (1995: 81) has this to say:

"At the tertiary level, our universities, and polytechnics have become perhaps the most fertile ground for social unrest and indiscipline. The factors responsible for

this state of affairs are partly external and partly internal to the tertiary institutions. Among the external causes are insufficient fund, lack of coherent higher education policy by successive governments, undue interference with the university autonomy, the amorality, buccaneering, corruption, unbridled quest for wealth, the adoration of money, the disdain for intellectualism and the enthronement of mediocrity in our society in place of excellence, the inversion of moral values”.

One of course is not absolving management of these institutions totally from blame. There is no doubt that some display gross incompetence and insensitivity in handling crisis situation in their tertiary institutions. If a head is incompetent or does not know how to manage crisis, the outcome is breakdown of law and order and indiscipline in such institutions (Ajayi & Adeniji, 2009).

Strategies for Dealing with Discipline and Ethical Issues in Tertiary Organisations

Educational theory and research drawn from various schools of thought, philosophies and psychological perspectives have suggested strategies for pursuing discipline and ethical issues in our tertiary institutions. First, the tertiary institutions in Nigeria should enrich the individual through:

Enculturation: progressively equipping the individual with the Socio-cultural skills that should enable one to fit neatly into one’s immediate society.

Acculturation: progressive exposure to outside influences from which one can intelligently borrow to expand the horizons provided by one’s immediate society.

Intellectual Skills Acquisition: for the pursuit of self-development through the acquisition of knowledge in a variety of forms and by a variety of means.

Affective Traits Development: progressively improving on the capacity to imbibe attitudes, values and other behaviour traits that facilitate one’s relationship with fellow human beings as well as one’s capacity for continuous self-improvement.

Manipulative and Psycho-Motor Skills Development: progressively awakening the physical prowess of the individual and progressively working towards a perfect coordination of the activities of the body with those of the mind.

Inculcation of lifelong learning skills: a constellation of activities, habits, mind-set etc. that predisposes one to develop the spirit of inquiry and a perpetual thirst for knowledge (Obanya 2002 in Ajayi & Adeniji, 2009).

Secondly, the current thinking worldwide is that tertiary institutions should develop in the beneficiary a certain number of generic skills to a level that will ensure the continued creative productivity of the individual. The key generic skills according to Obanya (2002) include the following:

Analytical power: an advanced capacity for logical reasoning, employing appropriate verbal, quantitative, graphic, documentary, audio-visual, sensory perceptions and a wide variety of tools.

Communication: oral and written (as well as in other possible forms) using the appropriate language and non-verbal forms in specific situations to achieve specific objectives.

Problem solving: the ability to task one's analytical power to the maximum in developing possible solution paths to problems in wide variety of situations.

Team spirit: the ability to contribute meaningfully to group activities in a wide variety of forms, to relate to others, to get out of one's shell while remaining oneself.

Creativity: the ability to go beyond the well-trodden path, in thinking as well as in action.

Versatility: a broadened horizon in terms of domains of knowledge and competence.

Lifelong learning skills: perseverance, risk-taking, a spirit of enquiry, reading as a habit, self-directed learning efforts, the ability to face challenges, etc.

IT (Information Technology): as a discipline in its own right, as a tool for and support to other disciplines and life activities.

CONCLUSION

Organizational Discipline is the practice of self-restraint and learning to follow the best course of action which may not be ones' desire. In team activities, where several individuals work towards a same goal, discipline is of utmost importance. Organizations thrive on teamwork, and without discipline teams cannot function properly. It acts as the backbone of the organization structure and maintains order. Organization discipline thus can be explained as system of conducting the organizational proceedings by its members who abide by the guidelines laid out by the organization. It imbibes a sense of obedience towards the organization that works instinctively under different circumstances (MBA, 2018). Therefore, it is safe to say that for goals and objectives to be achieved in tertiary organisations, discipline must be instituted to curb crimes and excesses.

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