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MASTER OF COMMERCE IN STRATEGIC MANAGEMENT DEGREE

**The effect of organisational culture in fostering discipline in an organisation. A case
of Provincial and nine Districts Education Offices in Mashonaland East Province**

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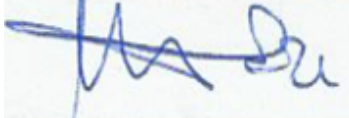
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I JOHN MAKONI do hereby declare the contents of the research study to be true and not copied from anywhere or in any publication and previous degrees without acknowledgements.

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DEDICATIONS

I dedicate this project to my wife and my three children, Sisasenkosi, Nonhlanhla and Nkosiphile. Their love, support and encouragement during the course of this study was priceless.

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ABSTRACT

The motive behind the study was to investigate the effect of organisational culture in fostering discipline in an organisation. A case of Mashonaland East Provincial and the nine Districts Education Offices. Organisational culture has a significant role it plays in maintaining discipline in an organisation. Employees in an organisation are driven by the culture of that organisation so that they achieve the best. Organisational culture is considered an informal authority shaping the assumptions, values, attitudes and behaviour of an organisation's members.

These values have a strong influence on employee behaviour as well as organisational performance. Culture is largely invisible to individuals just as the sea is invisible to the fish swimming in it. Even though it affects all employee behaviours, thinking, and behavioural patterns, individuals tend to become more aware of their organisation's culture when they have the opportunity to compare it to other organisations.

Organizational culture helps improve workflows and guides the decision-making process. It also helps teams overcome barriers of ambiguity. Team members who are well disciplined, informed and knowledgeable about certain processes are often more motivated to finish projects. Having a clear culture that unifies employees and promotes organised work structures that helps people work together with purpose.

Discipline is an approach used by management to modify undesirable performance and behaviour through the use of a corrective action process. At the onset of any employee performance or conduct issues, supervisors are strongly encouraged to contact Employee Relations staff for assistance. It ensures individuals maintain silence at workplace and work as a single unit with their team members to achieve organisation goals and objectives. It is in fact the lifeline of an organisation. Without discipline, employees would not only misbehave but also do whatever they want to do.

These positive attributes are increased morale, self-discipline, additional training, and better attitudes from the employees. The use of positive discipline can also increase productivity and vision, and at the same time reduce the fear of punishment, which allows employees to take risks to advance the organisation. Discipline in an organisation, therefore, ensures productivity and efficiency. It encourages harmony and co-operation among employees as well as acts as a morale booster for the

employees. In absence of discipline, there will be chaos, confusion, corruption and disobedience in an organisation.

The objectives of the study were as follows: to examine the effects of culture on organisational discipline among employees in the educational institutions, to explore how customs promote organisational discipline among employees in the educational institutions, to examine the effects of how beliefs promote organisational discipline among employees in, the educational institutions to establish how values promote organisational discipline among employees in the educational institutions. Data was derived through questionnaires distributed to selected employees of Provincial and nine Districts Education Offices in Mashonaland East Province with a target population of 450 staff members. Data analysis was done through descriptive statistics. Descriptive statistics included the use of percentages, means and standard deviation. The completed questionnaire forms the foundation of this research. The study found out that organisational culture had an impact on fostering employee discipline despite the challenges faced from the management which included: poor motivation, lack of compensation policy, poor working conditions, resistance of the top-level management to empower junior employees and lack of team spirit among workers.

Key words: *Organisational culture, Discipline, Employee Discipline, Organisational Performance, Efficiency*

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CHAPTER I

GENERAL INTRODUCTION

1.0 Introduction

Employee discipline has become a major issue in many organisations. There are many strategies that have been put in place in order to contain employee discipline. Some of these strategies have been very useful in maintaining employee discipline in many organisations. A good number of these organisations have not only looked to these strategies but have also co-opted the aspect of organisational culture to help them contain discipline of their workers. It is not clear whether organisational culture is effective in dealing with employee discipline. The afore assumption has prompted the researcher to undertake this study and interrogate the effectiveness of organisational culture in reducing disciplinary problems in an organisation. To realise this, the Chapter highlights the background of the study, statement of the problem, research questions and objectives. The same Chapter concluded by highlighting the outline of the study and definition of terms.

1.1 Background of the study

Organisational culture has a significant role it plays in maintaining discipline in an organisation. Employees in an organisation are driven by the culture of that organisation so that they achieve the best. Organizational culture is considered as an informal authority shaping the assumptions, values, attitudes and behaviour of an organization's members (Andrews, 2013). Several developing countries such as Argentina, Indonesia, Thailand and other developed countries such as the USA, Netherlands and the United Kingdom attempted to apply performance measurement as a disciplinary way of introducing good governance (Dooren, Bouckaert, and Halligan, 2015). Achieving Public Sector reform needs an understanding of organisational culture, such as which norms or values are important (Talbot, 2010). A number of scholars suggest that culture, such as values and attitudes, is an important determinant influencing Public Sector reform, good governance and discipline.

There are a number of empirical studies that have investigated the relationship between organisational culture and good governance in several countries including Qatar (Al-Kuwari, 2002), India (Quirk, 2002), and Thailand (Jingjit, 2008). There has been relatively little examination of organisational culture influences on discipline in the Civil Service. Previous studies have tended to focus on organisational culture and on some components of good governance, such as effectiveness, but this study investigates the effect of organisational culture in fostering discipline in an organization. Another research by Collin Silverthorne, on the topic, 'The impact of organisational culture and person organization fit on organisational commitment and job satisfaction in Taiwan' in 2003 to 2004. He found out that person organization fit is a crucial component in both the level of job satisfaction that employees experience and also in their level of organisational commitment whether measured by an instrument or turnover rates. An organization is not a passive or stable institution but it progresses and nurtures inside an organisational culture. Involvement in an organization that had an official and strict organisational culture leads to the lower most levels of job satisfaction and organisational commitment. An innovative organisational culture was a supportive culture that had the uppermost level of employee job satisfaction and organizational commitment. These conclusions confirm that organisational culture partake a significant role in the level of job satisfaction to employees and their commitment in an organization. The study did not focus on the effects of organisational culture on work place discipline hence leaving out this gap unexploited.

Another research was carried out on The Impact of Organizational Culture on Employee Performance with a case study of selected manufacturing industry in Enugu in Nigeria by Nnamani Emeka and Agu Philemon in 2012. These two authors were trying to discover if the organisational culture has an effect on how employees perform. Their findings were based on the percentages from their questionnaire in which a large number of respondents of 57.7% strongly agreed that organisational culture has an effect on employee performance and a smaller number of 48.7% of the respondents also responded that there are other factors rather than culture that influence employee performance and determine the productivity level of the organization. They concluded

that there is a study connection between performance of employees and the culture of an organization (Nnamani Emeka and Agu Philemon, 2018). Like other studies done earlier, this research did not also discuss the effects of organisational culture on discipline. In order for a company to succeed in its endeavors, that cannot take place in the absence of discipline among the workers of that organization.

A research which was done in 2016 by Linda Florence Odhiambo in Kenya focused on the "Influence of organisational culture on employee performance at NIC bank limited". Her conclusions revealed that most employees who responded to her research were in agreement that embraced principles and values, rules, policies, artifacts and management behaviors which influence various aspects of employees' performance in a constructive manner. According to her research, she recommended organisations to engage more in organizational cultures to enhance performance of employees. The research findings also indicated that rules and policies which espoused beliefs and values were the most predominant culture components. This study concluded that for performance of firms to improve, present organisation culture should be compatible with the current strategies and day to day running of the activities of employees. Although the research looked at the values, rules and policies, there was no mention of how organisational culture impacted on the organisation's discipline.

According to Nduka, Okorie, & Ikoru, (2019), South African organisations have been marred with incessant disciplinary challenges, especially since 1994. The organisational culture could not have sufficient influence on the discipline of the organisation because the country was coming from a background marred with violence. Further, Coetzee, & Steyn, (2017) stated that the authority to set standards of conduct in the work place has always been an integral part of the managerial prerogative. In fact, it was not always easy to establish organisational culture with a bias towards discipline. Employees were not given space to exercise their role in making sure culture of discipline exists in the organisation. The authority to discipline has always existed and dates back as far as the Roman society where the pater familias exercised the power of life or death over the members of their domus (Chai,

Ismail, & Khan, 2021). In terms of this law, the master had the authority to discipline the servant. It was a top down arrangement. The tradition of authority continued to be exercised by the feudal lord over the self and the master over his journeyman in the guild. This study seeks to investigate the effect of organisational culture in influencing organisational discipline as opposed to maintenance of discipline centred on the authority in the organisation. Seemingly, most studies did not see the value of organisational culture in fostering discipline among the employees of an organisation, hence the reason the area was left out in many studies.

1.2 Statement of the problem

According to Kurniawan, & Heryanto, (2019), there has been an increase of disciplinary challenges in South African organisations. Often, employees and trade unions react negatively to management's attempts to punitive disciplinary measures (Okolie & Udom, 2019). However, having the management only reacting to disciplinary issues is not only unsustainable but retrogressive. Long term discipline is not born out of the management's reaction but rather it is culmination of collective effort including the culture of the organisation. A strong organisational culture works as an influential instrument in employees' behaviours (Schein, 2004). Management has, therefore, the responsibility to introduce culture in their organisation so as to improve discipline (Mees and Fry, 2016). Failure to introduce organisational culture means the organisation is always engrossed in disciplinary issues thereby wasting a lot of productive time. Further, the organisation loses a lot of revenue through litigation on labour issues by its employees. Organisational culture with a bearing on employee's discipline make the company or organisation benefits. Mashonaland East Disiplinary department has not put measures in place so that culture dictates the pace on discipline among the employees. Imposing disciplinary measures on employees is not sustainable. Instead, more time is spent on disciplinary issues than productivity. It is against this backdrop that the study seeks to examine how culture influences organisational discipline among employees at Mashonaland East Provincial and nine Districts Education Offices.

1.3 Main Research Objective

To examine how culture influence organisational discipline among employees at Mashonaland East Provincial and nine Districts Education Offices.

1.3.1 Sub research objectives

- To explore how customs promote organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.
- To examine how beliefs promote organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.
- To establish how values promote organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.

1.4 Main Research Question

- How does culture influence organisational discipline among employees at Mashonaland East Provincial and nine Districts Education Offices?

1.4.1 Sub-Research Questions

- To what extent do customs promote organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices?
- How do beliefs influence organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices?
- To what extent do values promote organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices?

1.5 Hypothesis of Variables

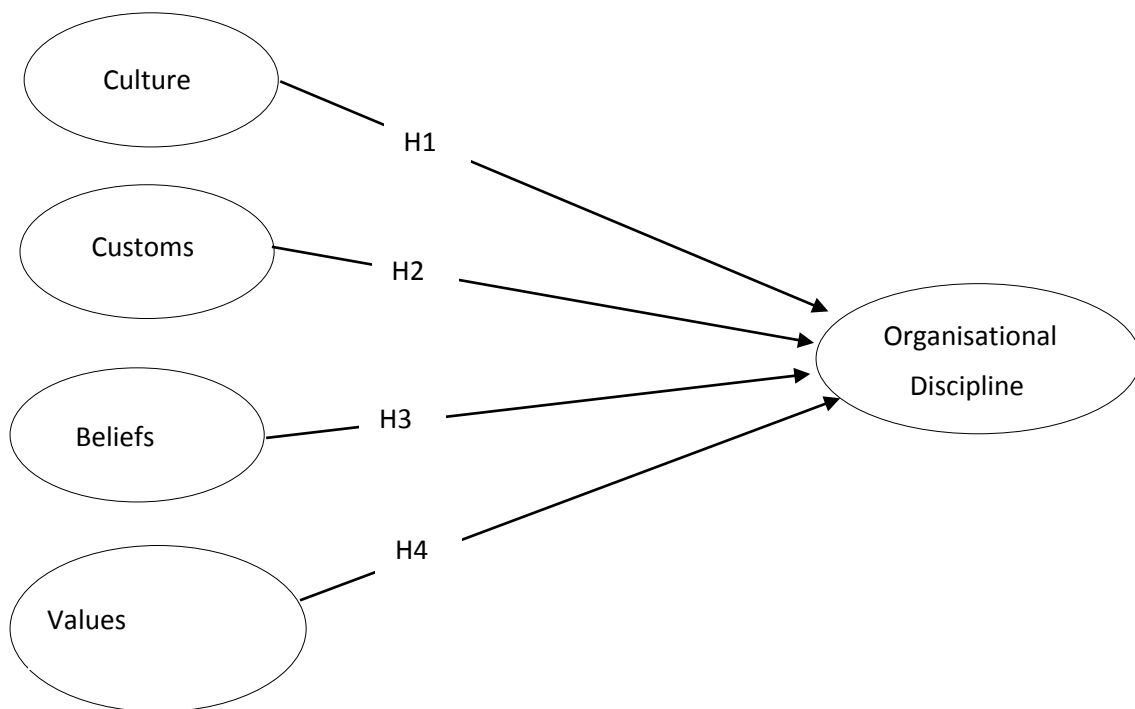


Figure 1.1: Conceptual framework- Variables

1.5.0 Main Hypothesis

H₀: There is a negative relationship between culture and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.

H₁: There is a positive relationship between culture and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.

1.5.1 Sub Hypothesis

H2. *H₀: There is a negative relationship between customs and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.*

H₁: There is a negative relationship between customs and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.

H3 *H₀: There is a negative relationship between beliefs and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.*

H₁: There is a negative relationship between beliefs and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.

H4. *H₀: There is a negative relationship between values and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.*

H₁: There is a negative relationship between values and organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices.

1.6 Research assumptions

- It is assumed that the research will be able to produce accurate, credible and relevant information which will ultimately contribute to the body of knowledge
- The participants will answer the interview questions in an honest and candid manner.
- The participants will be able to answer questions on how organisational culture influence discipline among the workers in the organisation

1.7 Justification of the study

Rezaei, (2018) held a view that as much as discipline is necessary for the workplace, managers ought to apply it carefully to avoid employees involved in terminating the contract of employment. Sari (2019) argued that as much as employees need work completed and deadline met, they should be careful not to offend employees (human

resource) that do the work through harsh punitive methods of discipline. Therefore, this study is motivated by need to ensure workplace culture improves organisational culture. Also, the study is inspired by the need to assess the factors that affect workplace discipline.

1.8 Purpose of the study

The purpose of the study was to establish the effect of organisational culture in fostering discipline among the employees in an organisation. The intention was to improve strategies which can easily improve discipline among the employees without the authority in organisation having to force or confront their employee. Also, discipline that comes naturally is long term as opposed to the nature of discipline which is forced on the workers.

1.9 Significance of the study

1.9.1 Significance to theory

Also, the researcher to this study is going to produce information which contribute to the body of knowledge. Firstly, the findings emanating from the research will help expand the body of knowledge on workplace discipline culminating into organisational performance. The study will help to expand the frontiers of knowledge in HRM and industrial relations. Secondly, the study will provide measures that will help employers and government to minimise or prevent disciplinary challenges in organisations. Thirdly, it will also serve as a policy shaping document to governments and organisations to address issues regarding workplace discipline. Fourthly, it will assist organisations to improve how they handle disciplinary issues. Ordinarily, organisations struggle dealing with organisational disciplinary issues.

1.9.2 Significance to academia

It is again hoped that other research students who are going to do a similar research study are going to benefit through its findings. They will be able to use the new information which this study would have unpacked. The study is going to interrogate different issue which ultimately show that organisational culture is effective in reducing organisational disciplinary problems. The study is going to motivate other

students to continue conducting more research on this topical issue by way of discussing other areas which have not been researched on.

1.9.3 Significance to Practice

Hopefully, the study is going to influence policy makers to craft laws and policies that will consolidate development of organisational culture that can influence discipline among workers in an organisation. Policy makers will use the findings to craft new policies which will enhance the proper running of organisations culminating into discipline among the employees. Most organisations do not value how culture that influence positive discipline in employees. Also, the findings of the study may be able to influence policy makers so that they revisit old policies on discipline measures and re-align them to be consistent with the current best practices. Ordinarily, policy makers do not always review old policies despite the fact that there will be a need to do so.

1.10 Delimitation of the study

The study stressed the factors which influence discipline among employees in an organisation. The study took place in Marondera town which is in Mashonaland East Province. The researcher chose to conduct this study in Marondera because he has a lot of experience working for organisation which is under investigation. The target group for the study included all officers and education inspectors working for provincial education. The study adopted a convenience sampling .The study adopted the positivist method. This is a method concerned with understanding the world as it is from an objective point view. The positivists theorists utilise logical reasoning to come up with theories that can be tested by a research strategy. Positivism paradigm also acknowledge the use of multiple research methods in collecting data to respond to issues identified in a phenomenon. Target population for this study included all Education Officers working under Mashonaland East Provincial Education Offices. It is made up of nine Districts which culminate into a total number of four hundred and fifty (450) education Officers.

1.11 Limitations of the study

A number of challenges were encountered regarding data reliability and validity which can be viewed in the responses the participants gave on the questionnaire. The researcher faced apathy and lack of response from officers as it is natural for people to be reluctant in giving appropriate responses to some of the questions as they were afraid of violating official secrecy act. In order to deal with this problem assurance for confidentiality and anonymity was used. Culture is something that has accumulated over a long period of time and it is difficult to change (Hofstede, 2016). It was even difficult to get appropriate answers pertaining to their organisational culture that would contribute to this study. Due to pressure of work, some of the participants would ask the researcher to re-schedule the completion of the questionnaires.

Another limitation was that the study only focuses on one Province, that is, Mashonaland east hence references' applicability can only be confined to a Province. The findings of the study was limited to a public entity set. Also, participants did not feel at home giving appropriate answers to some of the questions as they were afraid of violating official secrecy act Funding for the research is constrained; this had an effect on the ability to conduct a full research. However, measures were taken to cut costs so as to ensure that financing for the research is adequately provided.

1.12 Definition of key terms

- **Discipline**

It is as an instrument to invoke punishment, which results in fear and disdain when an individual is involved in inappropriate behaviour (Lauder, 2021). On the contrary, some scholars such as Otto and Ukpere (2020:212) & Ballard and Easteal (2018:101) perceived discipline as compliance with organisational rules and regulations.

- **Organisation**

An organisation is a group of people who work together, like a neighbourhood association, a charity, a union, or a corporation. In other words, it is an organised

group of people with a particular purpose, such as a business or government department (Chai, Ismail, & Khan, 2021)

- **Culture**

Culture is defined as ‘the integrated pattern of human behaviour that includes thought, speech, action, and artefacts and depends on man’s capacity for learning and transmitting knowledge to succeeding generations’ (Deal and Kennedy, 1988, p. 4).

- **Organisational culture**

According to Schein (2004), organisational culture is defined as a system of collective shared traditions, values, norms and principles which directs how people should behave in organizations. This means that organizational culture differentiates one organisation from the other.

1.13 Structure of the study

In order to achieve the stated objectives, the entire project will be structured into five different chapters. Chapter one comprise of a number of items ranging from introduction of the project to organisation of the study. Related literature on the topic will be reviewed in Chapter Two while Chapter three will deal with methodology which entails the methods which will be used and the data analysis technique which will also be used for the study. Chapter four will be completion of questionnaires and analysis of data while and Chapter will present Summary of the Study, Conclusion and Recommendation

1.14 Chapter Summary

The Chapter highlighted and discussed the background of the study. Some studies were also highlighted and discussed. The same chapter also highlighted the statement of the problem and explained. Research questions and objectives were also raised and discussed. The Chapter also highlighted and discussed the significance of the study. The following Chapter is going to present related literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The previous chapter introduced the research study and served as the entry point of the investigation. This chapter presents a review of the literature on the topic of the effects of organisational culture in fostering discipline in educational institutions. Literature Review of a study is important in that it avoids duplication of studies. Studies need to bring on board information which is critical for development. Also, presentation of Literature Review helps in the identification of a research gap which the study needs to fill with new information. In other words, literature review provides the researcher with a wider selection of information that will help the researcher in conducting the study. This chapter presents the theories and models underpinning to the study, theoretical framework, empirical literature review and conceptual framework as used and explained by different scholars on the effects of organisational culture in fostering discipline in an organisation. The chapter will end up with a summary of the aspects covered under the literature review and a brief introduction to the next chapter.

2.1 ORGANISATIONAL CULTURE

Culture plays an important role in making sure that there is organisational discipline. In concurrence, Schein, (2017), organisational culture is shared value system within an organisation that defines the level of how employees perform to achieve organisational goals. This is in line with the goal of this study which is striving to establish how organisational culture influences organisational discipline . The value systems and the aspects adopted within an organisation will be directed by the people in the organisation so that they will directly or indirectly provide strong motivation and influence on the employees in doing their work. Essentially, the elements of culture set by the organisation will greatly have an influence on the discipline of employees so that organisational goals are easily achieved.

Culture is arrangement of different attributes that express an organisation and differentiate it from the other (Forehand, and Von Gilmer,2018). Also, Hodgetts and Luthans, (2016) argues that culture is collective thinking of minds which create a difference between the members of one group from another. As per Schein (2017) , defines culture as a set of different values and behaviours that may be considered to guide to success. In the same, Kotter and Heskett (2016) culture means fairly established set of beliefs, behaviours and values of society contain generally. In a nutshell, we can understand that culture is gained knowledge, explanations, values, communication and behaviours of large group of people, at the same time and same place. The CVF was chosen ahead of other models because the CVF makes it easier for organisations to identify their corporate culture. Further, CVF helps leaders make the right decision to recognise and work with the contradictions inherent in their organisation and improve value and effectiveness (Jingjit, 2008).

2.1.1 Organisational culture practices

Culture shapes employees' minds so that they behave in a certain way. Penttigrrew (2018) argues that cultures of organisation are based on cognitive systems which help to explain how employees think and make decision. It appeals to the mind of the employees so that their thinking is influenced by behave in a certain manner which is in line with the goals of the organisation. In the same, Tichy (2016) maintains that organisational culture is known as 'normative glue' means to hold the overall organisation together. The concept of organisational culture also makes available a base for determination and differentiation that may survive in-between the organisations that are doing business in the same national culture (Schein,2017).

2.1.1.1 Organisational Customs

According to the Oxford Dictionary (2020), customs is a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place or time. There is a similarity in the way workers in the organisations behave. They are forced to behave in the same way hence the customs impacts on their discipline. Customs of an organisation encourage employees to behave in a disciplined way. Organisational customs, traditional, rituals, behavioural norms,

symbols and general ways of doing things are the visible manifestations of its culture (Forehand, and Von Gilmer, 2018). They are what one sees when walking into an organisation. In fact, customs are contained in the organisational culture. These are the constituents of culture and have an influence on how employees behave or do their daily business. Customs are not mastered in a day but they are learnt over a long period of time. A custom is defined as a cultural idea that describes a regular, patterned behaviour that is considered a characteristic of life in social system (Jingjit, 2008). Examples of customs include shaking hands, bowing and kissing. The method mostly used in a given society helps to distinguish one culture from another.

2.1.1.2 Organisational beliefs

A belief is an assumed truth such as psychological state in which an individual holds a proposition or premise to be true (Schein, , 2018). Beliefs are also part of organisational culture which also guide operations in the organisation. Having a belief in the organisations make everything to be better when the people who are working in it believe what the business is doing (Rezaei, 2018). When the employees believe, they work harder, they give more and they put a higher level of energy and passion into play that is essential to creating anything big. Moreover, Ackermann (2017) examined four beliefs in four different categories as behavioural beliefs, unconscious beliefs, conscious beliefs and rational beliefs. Behavioural beliefs are individual beliefs about consequences of a particular behaviour. The concept is based on subjective probability that the behaviour will produce a given outcome. An unconscious belief is something one hold to be true but does not consciously think about it. Rational belief theory is founded on the observation that in most situations the same data maybe rationally explained in terms of a statistical model in many different ways. These different categories of beliefs are part and parcel of organisational culture.

2.1.1. 3 Organisational values

According to Oxford dictionary, (2021), it defines 'Value' as the regard that something is held to deserve, the importance, worth, or usefulness. Values refers to principles or standards of behaviour in life. Schein, (2018) maintains that

organisational values are a set of core beliefs held by an organisation. Values act as guiding principles that provide an organisation with purpose and direction and set the tone for its interactions with its customers, employees and other stakeholders. Values are important because they help the organisation's employees to understand what they stand for. The organisation's values give employees guidance for their work and a sense of security. Resultantly, employees are able to make right decisions which help them to achieve the organisation's vision and goals (Talbot, 2010). Examples of values in an organisation include respect for the people in leadership post and abiding by the organisation's rules and regulations.

2.2 ORGANISATIONAL DISCIPLINE

It is as an instrument to invoke punishment, which results in fear and disdain when an individual is involved in inappropriate behaviour (Lauder, 2021). On the contrary, some scholars such as Otto and Ukpere (2020:212) & Ballard and Easteal (2018:101) perceived discipline as compliance with organisational rules and regulations. Discipline ensures individuals maintain silence at workplace and work as a single unit with their team members to achieve organization goals and objectives. It is in fact the lifeline of an organization. Without discipline, employees would not only misbehave but also do whatever they want to do. Discipline in an organization ensures productivity and efficiency. It encourages harmony and co-operation among employees as well as act as a morale booster for the employees (Melletus, May 2020).

The negative effects of employee discipline are as a result of increased concealment and anxiety. A punished employee sometimes resorts to hiding the offending behaviour and even concealing other behaviours or knowledge because of fear of further punishment. Anxiety because of fear damages his/her motivation, morale and sometimes his/her ability to do his/her job.

According to Bacal (2012) Progressive discipline is a process for dealing with job-related behaviour that does not meet expected and communicated performance standards. The primary purpose for progressive discipline is to assist the employee to understand that a performance problem or opportunity for improvement exists.

Such a process provide feedback to the employee so he or she can correct the problem and if he or she fails to correct the problem, progressive discipline enables the organization to fairly, and with substantial documentation, terminate the employment of employees who are ineffective and unwilling to improve.

Discipline is very essential for a healthy industrial atmosphere and the achievement of organizational goals thus discipline is seen as a tool whose effective use can result in the realization or accomplishment of organizational goal.

2.2.1 Productivity through Organisational Discipline

Discipline is very essential for a healthy industrial atmosphere and the achievement of organizational goals. Organisational Culture affects the way employees cooperate, feel, think and behave in the workplace. It should be needed that culture of the organisation should be developed in a way to improve the style of employees' performance and continuous develop the quality awareness. The complete knowledge and awareness of organisational culture on discipline should help to improve the ability to examine the behaviour of organisation which assists to manage and lead (Brooks, 2006). Various disciplinary management mechanisms can be manipulated in the organization which includes positive and negative reinforcement of expected behaviour in the organization. Organizations can do this through the use of the employment code of conduct, rewarding good behaviour, punishing undesirable behaviour and other indirect methods of putting trust among employees.

Discipline in an organization ensures productivity and efficiency. It encourages harmony and co-operation among employees as well as act as a morale booster for the employees (monnapa, 2000). It is necessary for the management to identify the norms and values of the organisation of the employees.

2.3 THEORETICAL FRAMEWORK

In an attempt to gain a better picture of the influence of organisational culture on discipline, the study adopted several concepts and models. The organisational iceberg (Andrews, 2013), the levels models (Schein, 2004), seven characteristics of organisational culture (Robbins, 2005), Demson's organisational culture model and

the Competing Values Framework (Cameron and Quinn, 2011) are the concepts and models which were used in this study. The study adopted these models and framework because some of them have proved to be popular with empirical studies. Take for example, the Competing Values Framework (CVF) appeared to be one of the most widely used models for studying organisational culture. It has attracted considerable attention in many empirical studies (Al-Kuwari, 2002). CVF has proved useful as a significant approach to organisational effectiveness compared with other models. The current study focuses on CVF models on organisational culture in public sector (Claver, 2016). Thus the reasons why CVF was chosen ahead of other models.

2.3.1 Competing Values Framework

The Competing Values Framework (CVF) was initially developed by Quinn and Rohrbaugh (1983) as a consequence of research conducted on the key indicators of effective organisations. Since its development, the CVF has been broadly used in the field of organisational cultural studies to diagnose and facilitate change in organisational culture (Cameron and Quinn, 2011). The CVF comprises a set of organisational effectiveness indicators. Figure 2.1 illustrates two core dimensions: control versus flexibility, and an internal versus external orientation (Cameron and Quinn, 2011). From these two dimensions, four core categories of culture can be sorted: Clan, adhocracy, market, and hierarchy models. Alternatively, Quinn and Rohrbaugh (1983) represent the CVF through three value dimensions: organisational focus (internal versus external emphasis), organisational structure (control versus flexibility emphasis) and organisational means and ends (process versus outcomes).

The Organisational Culture Assessment Instrument (OCAI) is probably the most often employed instrument for assessing organisational culture based on the CVF. The OCAI allows researchers to diagnose culture through the assessment of core values, shared assumptions and common work (Heritage, Pollock and Roberts, 2014).

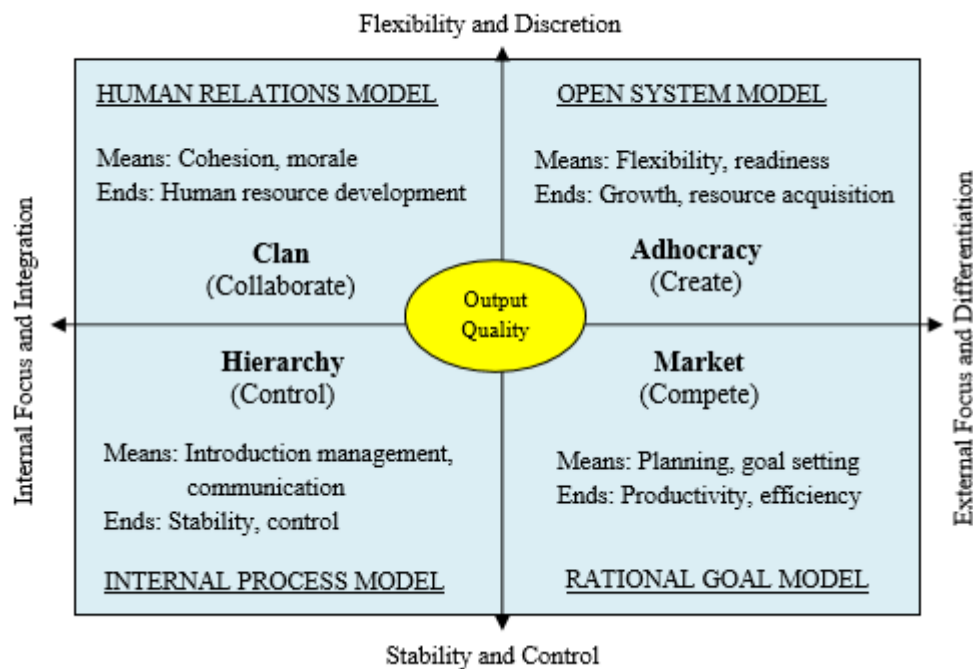


Figure 2. 1: The relationship between the values in the Competing Values Framework CVF. Source: Cameroon and Quinn (2011, p.39) Quinn and Rohrbaugh (1983, p.369)

The OCAI comprises four core culture types and orientation of the organisation based on the four core culture types as follows:

- *The hierarchy (Control) culture:* The hierarchy culture is a characteristic of bureaucracy in order to create stable, efficient, highly consistent products and services (Cameroon and Quinn, 2011). This is because hierarchy culture has a clear organisational structure, standardised rules and procedures, strict control, and well defined responsibilities (Yu and Wu, 2009). This implies that the hierarchy culture delivers efficiency, effectiveness, accountability and rule of law which helps in the maintenance of discipline in the organisation.
- *The market (complete) culture:* The market culture focuses on transactions with external constituencies such as suppliers, customers and regulators, in which competitive focus, task focus, and result focus are created within the organisations (Cameroon and Quinn, 2011). This reflects that the market culture

can lead to effectiveness and responsiveness (customer preference of public services).

- *The clan (collaborate) culture:* The clan culture is the share values and goals, cohesion, participation, individuality, and a sense of 'we-ness', in which the organisations' success is generated by the internal climate and employee (e.g. team work, participation and consensus) (Cameron and Quinn, 2011, p.46). The clan culture tends to increase participation, consensus orientation, accountability, transparency (the clear criteria of reward allocation), and equity (fairness of reward), A culture of, undoubtedly fosters a culture of discipline among the employees.

These four culture types are organised into six key dimensions of the OCAI: 1.) dominant characteristics, 2) organisational leadership, 3) management of employees, 4) organisation Glue, 5) strategic emphases and 6.) Criteria of success. Each dimension consists of four alternatives (A, B, C and D) that reflect the four culture types (Clan, adhocracy, market and hierarchy cultures respectively. In each dimension, the participants are asked to distribute 100 points among the four alternatives, depending on how similar the alternative is to their organisation by giving the higher number of points to the alternative that is not the most similar to their organisation.

2.3.2 Denson's organisational culture model

Denson's organisational culture model seems to be the most similar to the CVF. It includes four traits of organisational cultures namely involvement, consistency adaptability and mission(Denson and Mishra,2016) The four traits of the Demison model appear to be more complex than CVF and its sub-dimension have been challenged by some researchers (Wang et al,2015 cited in Yu and Wu,2009). The Denison Model of organisational culture highlights four key traits that an organisation should master in order to be effective. At the centre of the Model are the organisation's 'Beliefs and Assumptions'. These are the deeply held aspects of an organisation's identity that are often hard to access. Each trait breaks down into their indexes, take for example, Adaptability breaks down into Creating Change, Customer focus and organisational Learning.

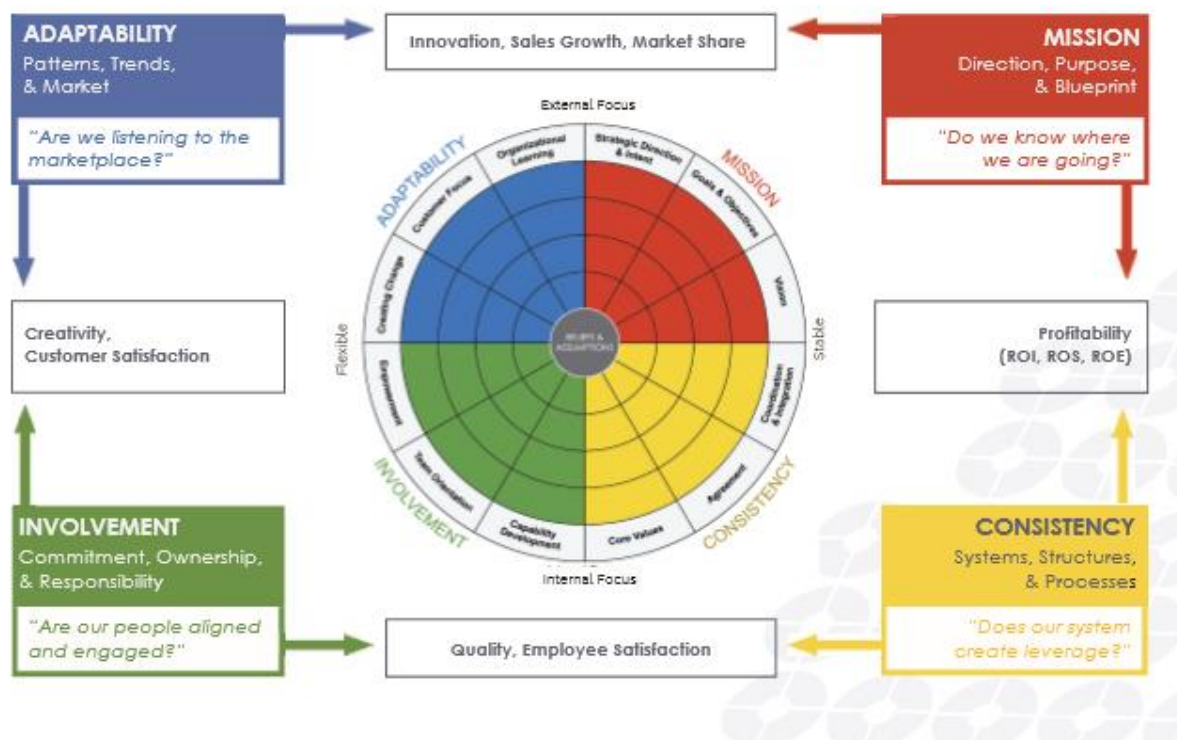


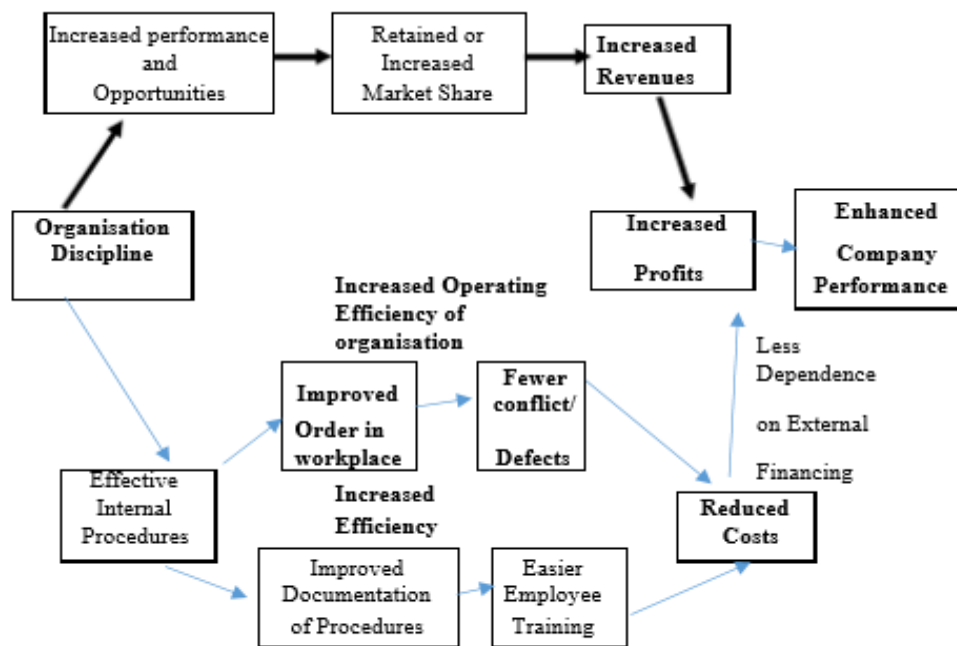
Figure 2.2 Denson model

Denson organisational culture is important in that it enables the organisation to adapt to an effective culture. An adaptive Corporate Culture is one that enables the organisation to adapt quickly and effectively to internal and external pressures for change. A corporate culture that consistently supports a positive psychological environment will ensure the workforce will be more resilient against stress (Rezaei, 2018). It is against this background that the model was co-opted into this study. It helps to maintain discipline among employees especially if they are able to remain disciplined in the face of stressing factors. Normally, employees of an organisation are motivated into conflicts by a stressing environment (Chou, 2017). Further, culture adaptability allows for more leeway for employees to make decisions on their own. By being able to pivot, they find solutions to problems without needing the advice.

2.4 CONCEPTUAL FRAMEWORK

The conceptual framework below falls short in explaining some situations which arise at the workplace. Simbine, & Tukamushaba, (2020) emphasised that not all incidents of negative employee behaviour are caused by uncultured employees rather results show that employees can show bad workplace discipline even if the organisation

has a positive organisational culture. There are situations which are at personal level and had nothing to do with the organisation. At times people's behaviour is caused by personal opinions and it has nothing related to the organisation. According to this conceptual frame adopted for this study, it seems like once there is positive organisational culture, positive discipline among employees is automatic. No, it is not like that. Failing to obey the rules at the workplace, does not translate into poor organisation culture (Simbine, & Tukamushaba, 2020). Further, Yang, (2020) discovered that it is not always correct to say that successful management of workplace discipline is as a result of organisational culture. The conceptual framework did not clearly articulate other factors which can create discipline in the work place besides organisational culture. Dewi, Fachmi, M., Ilyas, & Mustafa, (2021) held the view that workplace discipline is still a challenge and the primary source of conflict at the workplace. Saari, Kantola, & Koskinen Sandberg, (2019) argued that, as much as employers need work completed and deadline met, they should be careful not to offend the employees that do the work through aggressive methods of discipline. There is no aura of organisational culture in the afore assertion that can make workers disciplined so that they are able to accomplish their work.



Source: Capistrano, 2010

Figure 2.3 Conceptual framework.

Figure 2.3 above depicts the conceptual framework regarding organisation discipline which ultimately results in high performance. The figure above shows that organisational discipline ensures that there are effective internal procedures of the organisation (Kurniawan,& Heryanto, 2019). These internal procedures of the organisation culminate into the culture of the organisations, Effective internal procedures improve order in the workplace. Improved order leads to fewer conflict or defects in the organisation and reduces unnecessary costs. Reduced costs increase profits and enhances performance. It is important to highlight that it is the culture of the organisation that translate into discipline by the workers. Take for example, an organisation that has a culture of paying attention to the grievances of its employees grooms employees who are well-disciplined. It does not end by only paying attention but it goes further to make sure that the organisation acts on those grievance and bring about solutions to the grievances. Some organisations have culture of paying salaries to its workers some days after the pay day. In such a scenario, it becomes very difficult for the organisation to instil discipline in the workers. On the other hand,

discipline increases performance and opportunities and everything else follows. Improve organisation performance increases market share and revenue of organisation and profits to enhance company performance. However, it all has to start with a cultured organisation that it is able to increase performance in productivity as a result of discipline among the employees (Jingjit, 2008).

2.4.1 Organisational culture and employee discipline

This study feels that organisational culture creates a bond among the employees. They are forced to form unit in the way they function in the organisation.

Schein(2017) posits that organisational culture can build up two essential factors of social group, structural stability of a group and integration of single item in superior standard. Further, Stewart(2010) stated organisation that norms and values have a strong effect on all those who are attached with the organisation. It is considered by him that norms are invisible but if the organisations want to improve organisational discipline of employees norms are the first port of call.

2.4.2 Organisational customs and employee discipline

Organisational discipline is determined to a larger extent on customs which refer to what employees do daily in the organisation. Employees are influenced by how an organisation does its operations. Customs and tradition help employees feel like they belong in the organisation when they have come from somewhere else (Jingjit, 2008). Customs also help employees to fit in when they have always been in the same place. They provide employees with a sense of belonging (Nduka, Okorie, & Ikoro, 2019). It goes without saying that employees are bound to remain disciplined when dealing with an issue they feel it is theirs. They start to identify themselves with organisation hence everyone feels that they have to do the best for the organisation through hard work and good performance. Such developments are a clear manifestation of how disciplined a workforce is to their organisation (Rezaei, 2018). Furthermore, a work place must regularly have a tradition and custom of being a happy place. Employees enjoy an atmosphere which is relaxed and free from stress (Chai, Ismail, & Khan, 2021). Some people enjoy talking to one another. Such customs need to be implemented in the work place. Employees must learn to

communicate with each other. They are not strangers, hence the need to chat with one another. Discipline is needed in the workplace. Quirk, (2002) denotes that discipline ensures that individuals maintain silence at workplace and work as single unit with their team members to achieve the goals and objectives of the organisation. Similarly, Andrews, (2013) argues that discipline is in fact the lifeline of an organisation. Without discipline, employees would not only misbehave but also do whatever they want to do. It needs not be emphasised that customs must be upheld in an organisation so that cases of indiscipline go down.

2.4.3 Organisational beliefs and employee discipline

Beliefs are important in organisational culture. According to Rezaei, (2018), beliefs free up one's mind and people find themselves raring to go because of the realisation that they are doing the right thing. Whilst beliefs are applied by individuals, they are also formed and applied by groups. It is important to see that beliefs in this regard play an essential role in organisational life and culture shaping. When the gap between what we say and what we really do narrows, tough decisions become easier to make (Jingjit, 2008).

High stakes situations demand that we make our decision based on our core values thus the intersection of what we believe in and how we behave. These unconscious beliefs create biases that shape the world view and mind-set (Rezaei, 2018) . Beliefs influence employees to behave in a disciplined manner. Once the employees realise what they are doing is the right thing, it becomes easier to supervise or monitor such workforce. Beliefs are important in that workers can easily toe the line without being pushed. In fact, beliefs set employees' level of understanding rise up to another level.

Quirk, (2002) posits that shared beliefs among the employees influence them to behave in ways that contribute to the unique social and psychological environment of an organisation. It goes without saying that beliefs can be able to make employees move along as one people. Their beliefs they share make them see everything from one point of view. Ordinarily, people do not lock themselves in conflicts as long as they are on the same footing in terms of their beliefs. Moreso, disciplinary challenges

are reduced as long as employees are being guided by their beliefs at their organisation. Employees in the organisation tend to develop beliefs like trust, respect for the organisation and open communication once they have a positive belief about their organisation (Schein, 2018).

2.4.4 Organisational values and employee discipline

The study of workplace values has become prevalent in management of discipline due to its links to motivation, employee satisfaction and organisational commitments (Paarirberg and Terry, 2017). In the workplace, values guide behaviour and ultimately influence motivation for discipline. Organisational workplace values set the tone for the organisation's culture and they identify what the organisation, as whole, cares about. According to White (2006), it is believed that values have affective, cognitive and behavioural dimensions, and are linked to motivation. The workplace values are the guiding principles that are most important to the employees about the way that they work. Organisational values are those beliefs held so strongly that they drive employees' behaviour and dictate how employees interact with and treat each other.

According to Schwartz (2017), values can guide the selection or evaluation of behaviours and events. Values, together with their defined behaviours, set the minimum expectations of behaviour for everyone in the organisation and help to lay the ground work for the organisation's culture. When an organisation creates a mission statement, they have likely decided what values they want the company to project to the public. Organisational values and structure encourage individual growth and self-esteem is promoted. Strong self-esteem makes it easier for the individual employee to be part of a community without losing personal identity (Biberman, 2018). Inspiring organisational values promote the development of the whole or complete individual. The mission statement can help the organisation to seek out candidates whose personality match these values, which can help reduce friction in the workplace and foster a positive work environment. Employees bring personal values to the job and they also are asked to display workplace values of the organisation. It is important that employees' values align with the organisations.

Brown (2017) states that values congruency fosters a sense of connectedness and wholeness within the organisation that facilitates individual and organisational growth. When this happens everyone in the organisation starts to understand each other and everyone is poised to do the right things for the right reasons and this common purpose and understanding helps people to build great working relationships.

2.5 Empirical Framework

The study adopted the following empirical frame work

- Introduction
- Literature Review
- Empirical methods
- Data analysis
- Discussion, Findings and Conclusions

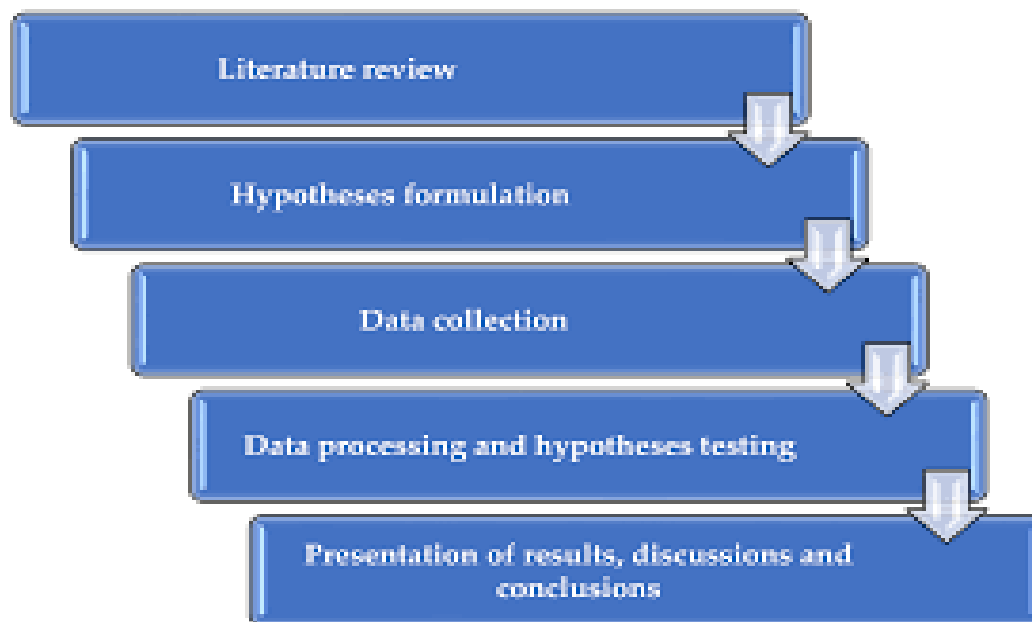


Figure 2.4 Empirical framework

2.6 RESEARCH GAP

According to Miles (2017), the research gap has been classified into seven categories namely evidence gap, knowledge gap, practical knowledge gap, methodology gap, empirical gap, theoretical gap and population gap. Several studies have been done around organisational discipline but there is not enough evidence to suggest that the current findings support previously researched conclusions thus in other studies. New research findings to be incongruent with earlier research findings. Systematic research reviews find there is no conclusive evidence of benefits and harms.

Also, there are knowledge gaps in the literature about organisational discipline. There is lack of understanding of organisational discipline hence, the reason why research cannot be concluded on organisational discipline. Further, researchers cannot agree on what causes organisation discipline, hence, the reason why there are so many researches being conducted around organisational discipline. Also, some practical knowledge gaps are experienced when researchers are implementing research findings. More, often than researchers are quick to implement findings when they have not thoroughly researched on a concept. The presence of practical knowledge is causing researchers not find solution to causes of organisational discipline.

Methodology gap is another gap which is compromising quality research findings (Anfara, 2016). Researchers continue to use the same methodological approach without varying it. A distinction in research method is needed to have new insights in organisational discipline so that ambiguous findings are avoided. Further, in order to avoid empirical gaps, findings need to be verified or empirically tested. Researches also encounters some theoretical gaps. These are challenges related to gaps in theory with the prior research. Take for example, organisational discipline has been explained through different models and theories. This can result in the development of some conflict which may cause poor understanding of the concept under discussion (Green, 2016). Last but not least, population gap is also common in

literature review. Normally, this happens when the population of the study is not fully represented or under researched in the prior research. Take for example, under representation can happen in the form of gender, age or race.

2.7 Chapter summary

The purpose of literature review was highlighted and discussed. The Chapter also raised and described the theoretical frame work guiding the study. The empirical frame work was highlighted and discussed. The gaps in literature review were also highlighted and discussed. The chapter concluded by highlighting the conceptual frame work and conceptual frame work literature. The following Chapter is going to present Research Methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Research methodology is the specific procedures or techniques used to identify, select, process, and analyse information about a topic. The chapter describes the research methodology used to fulfil the proposed research aim and find answers to the derived research questions. The research aim was to examine how culture influences organisational discipline among employees at Mashonaland East Provincial and the nine Districts Education Offices. Areas discussed in this chapter include the research philosophy and research design that underpins the research. The chapter also discusses the details of quantitative research approach, descriptive and exploratory research design which was used to investigate how culture influences organisational discipline among employees. Furthermore, the chapter discusses the details of the quantitative data analysis and how data was statistically analysed. The chapter further articulates and justifies the methods that were chosen in conducting the study. The Chapter also highlights validity and reliability and discusses these two terms.

3.1 RESEARCH PHILOSOPHY

A research philosophy is a belief about the way in which data about a phenomenon should be gathered, analysed and used. The term epistemology (what is known to be true) as opposed to doxology (what is believed to be true) encompasses the various philosophies of research approach. The purpose of science, then, is the process of transforming things believed into things known: doxa to episteme. Two major research philosophies have been identified in the Western tradition of science, namely positivist (sometimes called scientific) and interpretivist (also known as antipositivist) (Galliers, 1991) (Zukauskas, Vveinhardt, & Andriukaitiene, 2018).

Scientific research philosophy is a system of the researcher's thought, following which new, reliable knowledge about the research object is obtained. In other words, it is the basis of the research, which involves the choice of research strategy, formulation of

the problem, data collection, processing, and analysis. This study was guided by the positivist paradigm.

3.1.1 Positivism Philosophy

The study adopted a positivist research paradigm. Positivism argues that the purpose of a research is to describe an occurrence that can be clearly observed and accurately measured (Saunders, Lewis, & Thornhill, 2009). Positivism is supported by the notion that new knowledge is gained from a positive interpretation of results. The positivist also support reality in objective and that it has no connection with human because it exists independently (Guba, 1981). Also, positivists theorists utilise logical reasoning to come up with theories that can be tested by a research strategy. Positivism underlines that assumptions in research study follow traditional settings which are associated with quantitative data collection methods than qualitative methods (Creswell, 2017). Positivism paradigm also acknowledge the use of multiple research methods in collecting data to respond to issues identified in a phenomenon. Significantly, the positivism research paradigm describes research techniques where knowledge is reduced into small distinct sets to allow effective testing, observation and measurement of the truth that exists and to finally verify the conceptual or theoretical frame works adopted to guide the study (Creswell, 2017).

Positivists believe that reality is stable and can be observed and described from an objective viewpoint (Levin, 1988), i.e. without interfering with the phenomena being studied. They contend that phenomena should be isolated and that observations should be repeatable. This often involves manipulation of reality with variations in only a single independent variable so as to identify regularities in, and to form relationships between, some of the constituent elements of the social world. Predictions can be made on the basis of the previously observed and explained realities and their inter-relationships. Moreover, the positivist philosophy proved to be well suited for the current study since the positivist philosophy allowed the researcher to maintain control of the research study process.

3.2 Research Approach

The study adopted a quantitative research approach. Quantitative research approach is a means for testing objective theories by examining the relationship among variables. The variables, in turn can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures (Creswell, 2017). The quantitative research is a kind of research that leads to outcomes that are statistical and statistics analysis can be applied. The opportunity that could be said is provided through this research is that, the findings can be generalised and replicated.

Methodological techniques of this approach are the surveys and the experiments. A quantitative method is done in cases where that numerical data will be measured and analysed. Essentially, this method was developed in health sciences in order to study phenomena. Survey methods, laboratory experiments, Eco metrics and formal methods such as mathematical modelling are some examples of objective and cultural phenomena. On the other hand, qualitative approach has been proved more useful for researchers of social sciences that study social and cultural phenomena. Quantitative research methods provide quantifiable data such as numerical data and name codes (De Vos, 2016). Using quantitative research methods provides advantages in three main areas namely collection of data, analysis of data and reliability of data. This study adopted the quantitative research approach.

3.2.1 Quantitative Research

Quantitative research deals in numbers, logic, and an objective stance. Quantitative research focuses on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning [i.e., the generation of a variety of ideas about a research problem in a spontaneous, free-flowing manner]. The quantitative research approach was chosen because of the need to respond to research questions requiring numerical data. The intent of quantitative research is to establish, confirm or validate relationships and to develop generalisations that contribute to

theory (Creswell & Creswell, 2017). Moreover, the analysis is quick, thus saving time (Carroll and Bailey, 2016).

3.3 Research Design

In this study, both descriptive and exploratory research designs are going to be used because the study aimed at examining how culture influences organisational discipline among employees. The descriptive research design allowed the researcher to describe situations and events. Bryman (2016:53) viewed descriptive research design as the most suitable for quantitative research. However, descriptive and exploratory research design were selected to gain insight into the influences of culture on employee discipline in the organisation. Bryman (2016:56) added that employing quantitative approach enhances the integrity of research findings as they can be generalised and replicated. Hence, the researcher assigned questionnaires to Education Officers at the Provincial Office as well as at the nine Districts which make up Mashonaland East Education department.

3.3.1 Descriptive Design

Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why. This research design was chosen on the strength of its ability to make use of statistical tools to establish whether organisational culture influence employee discipline. The researcher can conduct this research using various methodologies. It predominantly employs quantitative data, although qualitative data is sometimes used for descriptive purposes. It is important to note that in the descriptive research method, the researcher does not control or manipulate any variables, unlike in experimental research. Instead, the variables are only identified, observed, and measured.

3.4 Population and sample Size

3.4.1 Target Population

Millen (2018) defines target population as the set of elements that the research focuses upon. On the same note, Cooper (2017) suggests that population or universe for a study is any group or institution which has one or more characteristics or institutions which have one or more characteristics in common that are of interest to the researcher. Target population cannot be accommodated in one, In this case, the researcher drew a sample of participants from the target population. This sample made it easier for the researcher to manage the population when it was small. Target population for this study included all Education Officers working under Mashonaland East Provincial Education Offices. It is made up of nine districts which culminate into a total number of four hundred and fifty (450) Education Officers.

3.4.2 Sample Frame

Saunders et a (2009) adds that a sampling frame is a complete list of all the cases in the population from which a sample will be drawn. The sampling frame is said to be a list of those within a population who can be sampled. The researcher used a sample made up of 200 participants. Hopkins (2014) states that a sample is a subset of the population under investigation. On the same note, Charles (2017) posits that a sample is the taking of any portion of population or universe as a representative of that population or universe. In a nutshell, a sample can be understood as the number of individuals selected for a study to represent a large group from which they are selected. These are the people who ultimately became participants for the research and their mandate was to make sure that they provided information for the study. This study adopted a sample made up of 200 Education Officers under Mashonaland East Provincial office. These officers included officers also working at the nine Districts in Mashonaland East Province.

3.4.3 Sample Size Determination

There are several approaches to determining the sample size. These include using a census for small populations, imitating a sample size of similar studies, using

published tables, and applying formulas to calculate a sample size (Allos, 2020). This study used the Krejcie and Morgan (1970) table to determine the sample size. The table provides predetermined sample sizes given certain population sizes. Michael (2020) posits that the Krejcie and Morgan table is simple and objective. In this research a sample size of 200 Education Officers under Mashonaland East Provincial office was obtained using sample size determination of Krejcie and Morgan Table.

The researcher applied simple random sampling as it allowed generalization of findings to a big sized population with a small error margin. According to Yin (2017) simple random sampling allowed each member of the population an equal and fair chance of being selected to be the part of the sample size. Any sample size of 10 – 30% representation of the population of interest is deemed sufficient for generalization of findings.

3.4.4 Sampling Methods and Techniques

The study adopted a convenience sampling. According to Patton (2009) convenience sampling is a process of only engaging participants who are information rich in the subject being researched. The researcher was able to consciously select participants using set criterion. Take for example, the researcher may choose participants according to their experience working at the Ministry of Primary and secondary Education. The sampling technique was chosen because it was convenient at selecting participants who were rich in information which was relevant to the study. In the same vein, Willis (2014) argues that convenience sampling has several advantages which include expeditious collection of data. Moreover, the sampling rules are less complicated than other methods such as stratification sampling and due to this data collection, it takes less time. In fact, the researcher adopted the sampling technique due to the afore said advantages.

3.4.4.1 Convenience Sampling

Convenience sampling is a non-probability sampling method where units are selected for inclusion in the sample because they are the easiest for the researcher to access. This can be due to geographical proximity, availability at a given time, or

willingness to participate in the research. The main objective of convenience sampling is to collect data from participants who are easily accessible to the researcher. In this study, the Education Officers of Mashonaland East Province were easily accessible to the researcher.

3.5 Research Instruments

Before the collection of data, researcher or social scientist often start by considering various methods, which they can use to collect data. It is the nature of the study that determined the type of data collection methods that were used. Apuke (2017:05), interviews, observations and focus group discussions are the most commonly used methods of data collection in qualitative research, whilst in quantitative research, questionnaires are the only data collection method used. In the current study, self-administered questionnaires were the primary data collection instruments used to collect data.

3.5.1 Questionnaires

Questionnaires are the main data collection instruments used in quantitative studies. Apuke (2017) defined a questionnaire as a sequence of research questions that are designed and administered to research participants to obtain information from them. According to Ragab and Arisha (2018), a questionnaire is a written document that is used by researchers to collect quantitative data from participants regarding their feelings, attitudes, knowledge and beliefs. There are different questionnaires but for this study, structured questionnaires (closed ended) were administered.

The researcher constructed the questions posed in the questionnaire in clear and simple terms and the biographical information of the respondents was also taken into consideration. The researcher sought guidance from other researchers in the design of the questionnaire to help eliminate misinterpretation, which might result in invalid findings. The questionnaires were constructed in English as it is the most commonly spoken language in these organisations. The researcher ensured that the length of the questions is formulated as recommended by Sekaran and Bougie (2019).

According to Sekaran and Bougie (2019), a research question should not exceed twenty (20) words; hence, the researcher ensured short, simple and clear questions.

According to Ragab and Arisha (2018:03), structured questionnaires allow participants to make choices from a set of options provided by the researcher. Using this type of questionnaire in this study, respondents were given a 5-point Likert scale to indicate their level of agreement or disagreement with each question in the questionnaire. Structured questionnaires were administered to one Provincial Education Director, two Deputy Directors and one hundred and ninety-seven Education Officers at Provincial and at the nine Districts Education Offices.

3.6 Data Sources

Data sources are broadly classified into primary and secondary data.

3.6.1 Primary Data

Primary data is an original and unique data, which is directly collected by the researcher from a source such as observations, surveys, questionnaires, case studies and interviews according to his requirements. Anything you directly analyse or use as first-hand evidence can be a primary source, including qualitative or quantitative data that you collected yourself (Ajayi, 2017). In this study, primary data was collected from the respondents, which are the Mashonaland East Provincial and nine Districts Education officers.

3.6.2 Secondary data analysis

Secondary data analysis, also known as archival study, is studying and assessing research that already exists. This is data that is collected by someone other than the primary user. If the archival works include letters, diaries or emails, this is a qualitative study. If the archival files are numerical data, like accounting reports, that would be a quantitative study.

This type of research method can be much more expedient than other research methods because it involves using research that's already been completed.

Researchers might want to use this method because it can be much more cost-

effective, and could find multiple sources for their analysis. Common sources of secondary data for social science include censuses, information collected by government departments, organizational records and data that was originally collected for other research purposes.

3.7 Procedure of data collection

The researcher collected the data through distributing questionnaires to the selected Directorate and education officers of Mashonaland East Provincial and nine Districts education offices. The researcher personally distributed questionnaires to the selected Directorate and education officers to complete. The questionnaires were then collected from the respondents at times that had been agreed upon with the research subjects. The District Schools Inspectors assisted in the distribution of the questionnaires at their respective Districts. They acted as research assistants and were therefore advised by the researcher on how they were supposed to assist in the distribution of questionnaires in their respective Districts. Then the researcher later collected the questionnaires.

The questionnaire was pre-tested before the final distribution. Cooper and Schindler (2001) noted that this is usually done to detect every weakness in the research design. The pre-testing (pilot testing) was done with the aim of refining and fine tuning the questionnaire to ensure that it was valid and reliable. The pilot was done on ten respondents from the study population who were then excluded from the final study to eliminate bias. The pilot was done to check possible errors in the instrument.

3.8 Data Presentation and Analysis

Data analysis represents an important stage in research and it involves the systematic process of using statistical and local techniques to describe and illustrate the data. For Marshal and Roossman (2015), data analysis represents the process of 'bringing order, structure and meaning to the mass collected data. Data analysis and interpretation represent the use of deductive and inductive logic in research Shepard (2002) advocated that accurate and appropriate analysis of research findings is an important component determine data integrity. However, improper analysis of data distorts the scientific results, misleads readers and negatively affects

the publication and perception of the entire research. The purpose of data analysis is to offer the readers more insight into research findings. Albers (2017) observed that the principal goal of data analysis is to display the patterns, trends and relationships of the study's contextual issues. Data in this study was analysed quantitatively.

3.9 Validity and Reliability

3.9.1 Validity

Validity refers to the quality that a procedure or an instrument or tool used in the study is accurate, meaningful and right (Enon, 2013). According to Mugenda (2003) validity is the degree to which results obtained from the analysis of data actually represents the phenomena under study. In this current study the researcher administered the instruments to other participants who did not take part in the final research. By triangulating the instruments, the researcher was able to establish whether the instrument was valid or not. A valid instrument should accurately represent the phenomena under investigation. An instrument that has been validated should be able to accurately measure what it is supposed to measure. It follows that when one administers the instrument to the selected respondents, the data which is ultimately obtained must show a true reflection of what is happening on the ground.

3.9.2 Reliability

Reliability is stability or dependability of an instrument or procedure in order to obtain correct information. According to Enon, 2013) reliability means that whatever is done should be consistent. The consistency of instruments was achieved during piloting of instruments. The researcher triangulated the data collection instruments in other contexts to check whether it continued to produce the same results. Moreover, the research must be reliable as relevant people were allowed to take part in the pilot study. To test the reliability of the study, external auditing was done with the intention of comparing data with other students who were also researching along the same line (Korstjen, 2018). Furthermore, triangulation of research instruments was used to establish dependability of the instruments that were used in the study.

3.10 Ethical Consideration

Ethics is a set of moral principles suggested by an individual or group and which is widely accepted, it entails official rules and behavioural expectations about the correct conduct towards experimental subjects and respondents, sponsors, other researchers, assistants and learners (De Vos, 2016). Ethical considerations are very important when research is being conducted. Cohen et al (2017) identify three main areas of ethical issues when interviews are used, namely informed concerned, confidentiality and consequences of interview. To these, Baxter et al (2015) added the aspect of being truthful and desirability of the research. It is the responsibility of the researcher to do everything possible to respond to the issues. In this study the following measures were observed in the process of data collection, analysis and dissemination of data.

- Participant consent was sought for before participants were engaged in face to face interviews.
- Confidentiality were assured before, during and after the research.
- Permission to conduct the research were sought from Ministry of Primary and Secondary Education.
- To guarantee confidentiality, anonymity, non-identifiable and non-traceable codes were used instead of the participants' real names.
- Participants to the study would be informed of the results.

3.11 Chapter Summary

The Chapter highlighted quantitative research approach and discussed. The research design was also raised and described. The Chapter also highlighted the sampling technique and discussed it. The validity and reliability of instruments of the study were also raised and discussed. The Chapter concluded by highlighting the data collection procedure, data analysis and ethical consideration. The following chapter is going to present the Data analysis and presentation.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the findings of the data analysis and presentation. The study relied on primary data that was collected using structured questionnaires. A total of 200 questionnaires were administered to the participants. Of the total, data were actually collected from 170 participants, representing 85% active rates. However, 15% represents the non-response rate. The data were then coded in Excel and later exported into the SPSS (version 27.0). The presentation and analysis of the results were done as per the stated research objectives. The Chapter presented the socio-demographics of the participants followed by the results of the impact of culture on organisational discipline. The Chapter proceeded to present the results of the impact of customs on organisational discipline. It also proceeded to present the results of the impact of values on organisational discipline. The chapter also proceeded to present results on the impact of beliefs on organisational discipline.

4.1 Response Rate and Reliability Test Results

4.1.1 Reliability Test Results

Data was edited and reduced to accumulate data to a manageable size, developing summaries, seeking for patterns and using statistical methods. The questionnaires were coded before entering the data into statistical package for social sciences SSPS 27.0 for analysis. The data analysis involves descriptive analysis. The data was then presented in form of tables and figures, pie charts and graphs.

4.1.2 Response rate

Although 200 participants were selected to take part in the quantitative study, only 170 completed the questionnaires. The remaining 30 questionnaires were not completed. Table 5.1 below shows the active and non-response rate of the participants.

Table 4 1: Analysis of Response rate of the Questionnaires

Total Sample	200	100%
Active response	170	85%

Non-response	30	15%
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Table 4.1 shows that 170 participants represented 85% response rate whereas 30 participants represented 15% non-response rate. The next section of the Chapter presents the demographics of the sample.

4.2 Demographic characteristics of the sample

The study sought to establish the background information of the respondents including respondents' gender, age, and level of education, designation and work experience in the station. The study sought the impact of organisational culture in fostering discipline in Provincial and nine Districts Education offices in Mashonaland East Province, Zimbabwe. Respondent's responses were used to come up with the findings.

4.2.1 Gender.

The respondents were also asked to indicate their gender. The results are as shown in the figure 4.1.

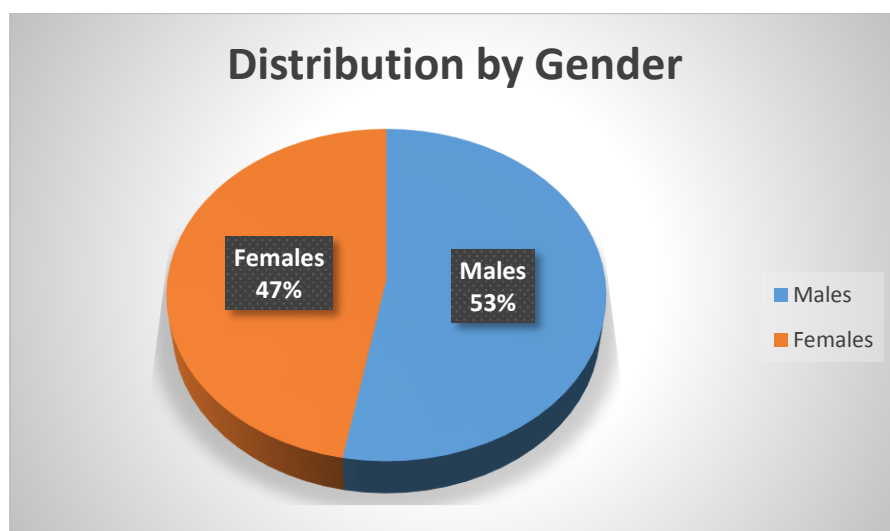


Figure 4.1: Gender of Participants Source: Researcher

From fig 4.1 above, males comprised 52.9% of the sample with the remaining 47.1% being females. The sample constituted an almost 50-50 percent of males to females.

The study shows that the research was gender sensitive in that there was a representation of both sexes, that is the female and male (Dazaton, 2010).

4.2.2 Age Group.

The study further sought to find out the age groups of the respondents represented.

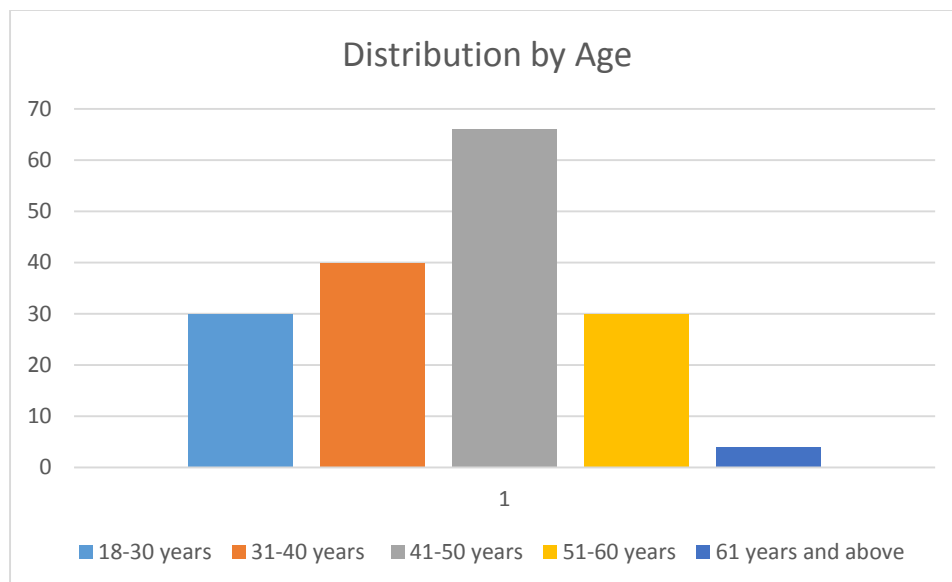


Figure 4.2: Ages of the Respondents

From the above findings majority (38.8%) of the respondents were between 41 – 50 years old, 23.5% were aged 31 - 40 years, 17.6% were aged between 51-60 years, and 6.2% were aged 18-30 while a measly 2.4% of the respondents were aged 61 and above years. Therefore, Mashonaland East Provincial and its nine Districts education offices, Zimbabwe is composed of middle aged officers who are in the promotional grades while the 61 years and above were those nearing the retirement age in the senior directorate grade with ability to give reliable information about the subject under study.

4.2.3 Employment Status.

Approximately, 88% were employed as permanent, a further 9.4% were temporary and the remaining 23% of the participants were contract workers. Fig 4.3 below shows the percentage distribution of research respondents by employment status.

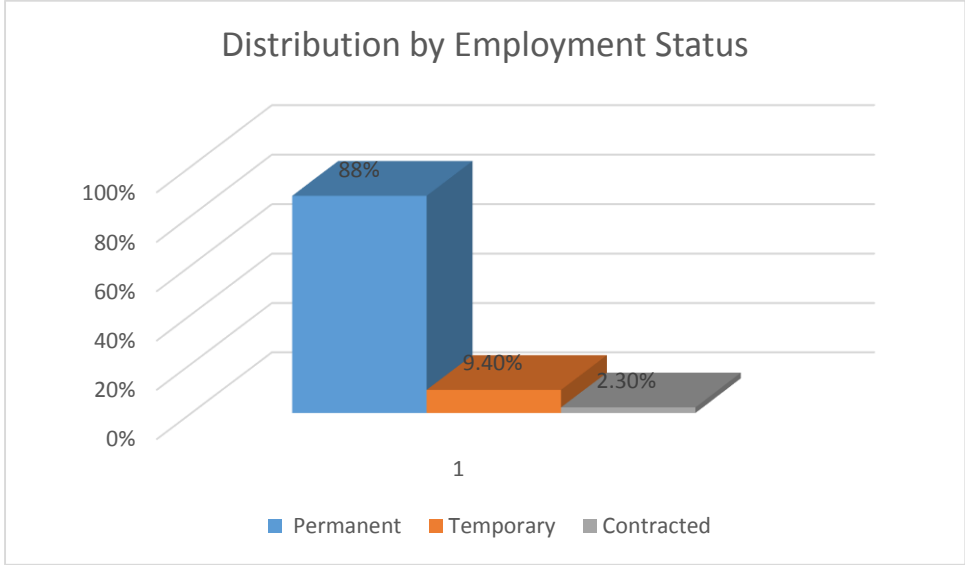


Figure 4.3: Employment status

4.2.4 Educational Qualifications

The researcher also sought to establish the respondents' highest qualification. The responses were as follows shown in figure 4.4

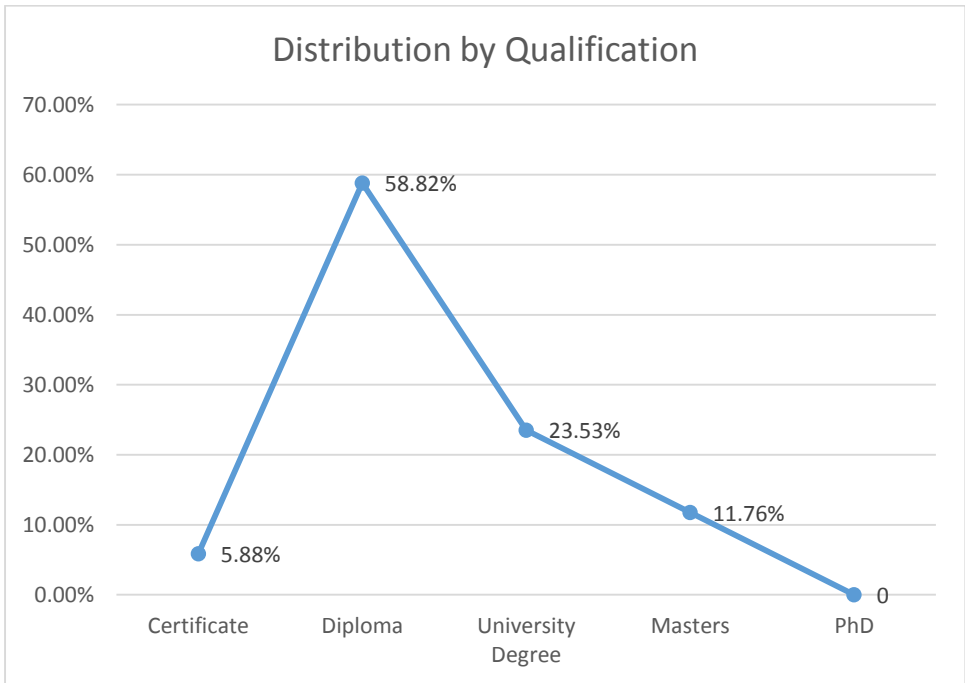


Figure 4.4: Educational Qualifications

The findings presented in fig. 4.4 shows that the highest percentage value of respondents 58.82% (100) were holders of Diploma, 23.5% (40) are Undergraduates, 13.5 % (20) had the Post graduate degree, 5.9% (10) had certificate and there was no one with a PHD qualification. Most partakers who hold diploma have exceptional disciplinary skills that are necessary in carrying out their duties. By these results it shows that respondents in the Province are able to provide accurate information concerning the study being undertaken.

4.2.5 Experience (Number of years in the Service)

The study also intends to establish the number of years in the service. Respondents were encouraged to state their years of service. The responses are shown in table 4.2

Table 4.2: Years in the service

	Number of Years	Frequency	Percentage
Experience (Number of Years in the service)	Up to 5 years	61	35.88%
	6-10 years	60	35.29%
	11-15years	30	17.65%
	16-20 years	14	8.24%
	21 years and above	5	2.94%

The results in Table 4.2 shows the number of years working of the respondents in the service. The results shows that 35.88% (61) of the respondents have been with the station for the period of up to 5 years, 35.29% (60) worked 6 to 10 years. 17.65 % (30) worked 11-15 years, 8.24% (14) worked for the period 16 to 20 years while 2.94% (5) worked for 21 years and above. The shown totals of participants across all age groups who have been in the service for up to 10 years specify that the Province has a cultured disciplined employees. This indicates that majority of the respondents were aware with the matter under research and provided consistent information.

4.3.1 Impact of organisational culture on employee discipline

The first objective was to elicit responses from the participants on how culture impact on organisational discipline. The participants were asked to indicate the extent to which they agree or disagree with the statements using a five point Likert scale SD=Strongly Disagree,1, Disagree,2, N=Neutral,3, A=Agree, 4, SA,= Strongly Agree 5. The scores for strongly agree and agree were also combined as agree. Moreover, the scores for disagree were also combined as disagree. The summarised patterns are shown in Table 4.3 below.

Table 4 3: Impact of organisational culture on employee discipline

	Statements	SD	D	N	A	SD
		N (%)	N (%)	N (%)	N (%)	N (%)
B1	I feel culture shapes the minds of employees	5(3.2)	12(7.6)	14(9.2)	110(61.6)	29(18.3)
B2	I believe culture appeals to mind of the employees	2(21.6)	23(13.5)	18(11.4)	80(45.4)	47(28.1)
B3	I feel that culture creates bond among employees in the organisation	1(0.3)	9(5.9)	25(15.1)	102(57.3)	33(29.5)
B4	I believe culture at the work place influence the thinking of the workers.	1(0.3)	7(4.9)	25(15.1)	105(58.9)	32(20)
B5	I feel culture is gained knowledge by employees in the organisation	2(21.6)	23(13.5)	18(11.4)	80(45.4)	47(28.1)
B6	I believe that culture can make employees behave in a manner which is positive	1(0.3)	7(4.9)	25(15.1)	105(58.9)	32(20)

B7	I feel culture make the leadership make the right decision	2(21.6)	23(13.5)	18(11.4)	80(45.4)	47(28.1)
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From the table 4.3, it is evident that approximately 10% (3.2% strongly disagree and 7.6 % disagree) of the participants that culture shapes the minds of employees. Another 9.2 %, neither agreed nor disagreed that culture shapes the minds of employees and the remaining 79.9% (61.6%% agree and 18.3% strongly agree) agreed that culture shapes the minds of employees to be disciplined.

Approximately, 35.1 % (21.6% strongly disagree and 13.5 % disagree) of the participants disagreed that culture appeals to mind of the employees, 11.4 % remained neutral whilst 73.5 %(15.5 % agree and 21.1 % strongly agree) agreed culture appeals to mind of the employees

Furthermore, 6.2 % (.3 % strongly disagree and 5.9% disagree) of participants disagreed culture creates bond among employees in the organisation, 15.1 % neither disagreed nor agreed, whilst 86.8 % (57.3 % agree and 29.5 % disagree) that culture creates bond among employees in the organisation.

Approximately, 5.2 % (0.3 % strongly disagree and 4.9 % disagree) of the participants culture at the work place influence the thinking of the workers, 15.1 % remained neutral whilst 78.9 %(58.9 % agree and 20 % strongly agree) agreed that culture at the work place influence the thinking of the workers

Additionally, 35.1 % (21.6 % strongly disagreed and 13.5% disagree) of the participants that culture is gained knowledge by employees in the organisation, 11.4 % remained neutral, whilst 73.5 %(45.4 % agree and 28.1% strongly agree) that culture is gained knowledge by employees in the organisation

Further, 5.2 % (0.3 % strongly disagree and 4.9 % disagree) of the participants that culture can make employees behave in a manner which is positive. Another 15.1 %, neither agreed nor disagreed that culture can make employees behave in a manner

which is positive and the remaining 78.9 % (58.9 % agree and 20 % strongly agree) agreed that culture can make employees behave in a manner which is positive

More so, 35.1 % 21.6 % strongly disagree and 13.5 % disagree) of the participants that culture make the leadership make the right decision, 11.4 % of the participants did not agree nor disagree, and 73.5 %% (45.4 % agree and 28.1 strongly agree) that culture make the leadership make the right decision.

4.3.2 Impact of customs on employee discipline

Table 4.4: Impact of customs on organisational discipline

	Statement	SD	D	N	A	SD
		N (%)	N (%)	N (%)	N (%)	N (%)
C1	I feel customs encourage employees to be discipline	15(8.6)	35(20)	43(24.9)	53(30.8)	24(15.6)
C2	I believe that values can influence employees' behaviour	2(3.3)	19(23.3)	30(36.7)	105(15.5)	14(21.1)
C3	I feel customs make employees develop a sense of belonging about the organisation.	5(3.24)	10(6.48)	32(18.9)	110(61.6)	13(9.7)
C4	I feel customs can make employees easily fit in the organisation.	2(3.3)	19(23.3)	30(36.7)	105(15.5)	14(15.6)
C5	I believe customs make employees identify themselves with the organisation.	13(7.2)	100(52.3)	40(22.1)	20(12.3)	7(6.2)

C6	I feel employees join the organisation with their own customs	2(1.6)	17(10.3)	48(27.6)	85(48.1)	18(12.4)
C7	Customs encourage employees to communicate with each other.	15(8.6)	35(20)	43(24.9)	53(30.8)	24(15.6)
C8	I believe employees align their customs with that of the organisation.	2(3.3)	19(23.3)	30(36.7)	105(15.5)	14(15.6)

From the table 4.4, it is evident that approximately 28.6% (8.6% strongly disagree and 20% disagree) of the participants that customs encourage employees to be disciplined. Another 24.9%, neither agreed nor disagreed that customs can encourage employees to be disciplined and the remaining 46.4% (24.9% agree and 30.8% strongly agree) agreed that customs can encourage employees to be disciplined.

Approximately, 26.6% (3.3% strongly disagree and 23.3% disagree) of the participants disagreed that values can influence employee behaviour, 36.7% remained neutral whilst 36.6 % (15.5 % agree and 21.1 % strongly agree) agreed that values can influence employee behaviour.

Furthermore, 9.72% (3.24 strongly disagree and 6.48% disagree) of participants disagreed customs make employees develop a sense of belonging about the organisation, 18.9% neither disagreed nor agreed, whilst 71.3% (61.6% agree and 9.7 disagree) that customs make employees develop a sense of belonging about the organisation.

Approximately, 26.6% (3.3% strongly disagree and 23.3% disagree) of the participants disagreed that customs can make employees easily fit in the organisation, 36.7% remained neutral whilst 36.6 % (15.5 % agree and 21.1 % strongly agree) agreed that customs can make employees easily fit in the organisation.

Additionally, 59.5% (7.2% strongly disagreed and 52.3 disagree) of the participants that customs make employees identify themselves with the organisation, 22.1% remained neutral, whilst 18.5 % (12.3% agree and 6.2 strongly agree) that customs make employees identify themselves with the organisation.

Also, 11.9% (1.6% strongly disagree and 10.3 disagree) of the participants that employees join the organisation with their own customs, 27.6% of the participants did not agree nor disagree, and 60.5% (48.1% agree and 12.4 strongly agree) that employees join the organisation with their own customs.

Moreover, 28.6% (8.6% strongly disagree and 20% disagree) of the participants that customs encourage employees to communicate with each other. Another 24.9%, neither agreed nor disagreed that customs encourage employees to communicate with each other and the remaining 46.4% (24.9% agree and 30.8% strongly agree) agreed that customs encourage employees to communicate with each other.

More so, 11.9% (1.6% strongly disagree and 10.3 disagree) of the participants that employees align their customs with that of the organisation, 27.6% of the participants did not agree nor disagree, and 60.5% (48.1% agree and 12.4 % strongly agree) that employees align their customs with that of the organisation.

4.3.3 Impact of organisational beliefs on employee discipline

Table 4.5: Impact of beliefs on organisational discipline

	Statement	SD	D	N	A	SA
		N (%)	N (%)	N (%)	N (%)	N (%)
D1	I feel beliefs are formed in an organisation	3(2.2)	8(5.4)	9(64.9)	75(42.7)	75(43.2)
D2	I believe that beliefs can help shape behaviour of employees	1(1.1)	66(36.8)	22(13.5)	50(29.1)	31(19.6)

D3	I feel beliefs influence employees to be disciplined	22(12.4)	66(36.8)	40(23.2)	30(18.4)	12(9.2)
D4	I feel beliefs can improve the understanding of employees	24(13.4)	60(36.4)	50(23)	20(18.2)	16(9.1)
D5	I think beliefs can make employees move on as one united group	19(10.8)	43(24.3)	80(44.9)	20(12.9)	8(8.6)
D6	I feel that beliefs reduce organisational conflicts among workers	22(12.4)	66(36.8)	50(28.6)	20(12.9)	12(9.1)
D7	I feel beliefs can mould employees to develop trust towards their organisation.	24(13.8)	60(34.2)	40(23.2)	30(18.4)	12(9.2)

From the table 4.5, it is evident that approximately 10% (2.2 % strongly disagree and 5.4% disagree) of the participants that beliefs are formed in an organisation. Another 64.9 %, neither agreed nor disagreed that beliefs are formed in an organisation and the remaining 85.9 % (42.7 % agree and 43.2 % strongly agree) agreed that beliefs are formed in an organisation

Approximately, 37.9 % (1.1 % strongly disagree and 36.8 % disagree) of the participants disagreed that beliefs can help shape behaviour of employees, 11.4 % remained neutral whilst 73.5 % (15.5 % agree and 21.1 % strongly agree) agreed that beliefs can help shape behaviour of employees to mind of the employees

Furthermore, 49.4 % (12.4 % strongly disagree and 36.8% disagree) of participants disagreed culture creates bond among employees in the organisation, 23.2 % neither disagreed nor agreed, whilst 27.6 % (18.4 % agree and 9.2 % disagree) that culture creates bond among employees in the organisation.

Approximately, 49.8 % (13.4 % strongly disagree and 36.4 % disagree) of the participants beliefs can improve the understanding of employees, 23 % remained neutral whilst 27.3 % (18.2 % agree and 9.1` % strongly agree) agreed that beliefs can improve the understanding of employees.

Additionally, 35.1 % (10.8 % strongly disagreed and 24.3% disagree) of the participants that beliefs can make employees move on as one united group, 44.9 % remained neutral, whilst 21.5 (12.9 % agree and 8.6 % strongly agree) that beliefs can make employees move on as one united group

Furthermore, 49.4 % (12.4 % strongly disagree and 36.8% disagree) of participants disagreed that beliefs reduce organisational conflicts among workers, 23.2 % neither disagreed nor agreed, whilst 27.6 % (18.4 % agree and 9.2 % disagree) that beliefs reduce organisational conflicts among workers

Approximately, 49.8 % (13.4 % strongly disagree and 36.4 % disagree) of the participants that beliefs can mould employees to develop trust towards their organisation. 23 % remained neutral whilst 27.3 % (18.2 % agree and 9.1` % strongly agree) agreed that beliefs can mould employees to develop trust towards their organisation.

4.3.4 Impact of organisational values on employee discipline

Table 4 6: Impact of values on organisational discipline

		SD	D	N	A	SA
	Statements	N (%)	N (%)	N (%)	N%	N%
E1	I feel values help employees to improve their	1(1.1)	1(1.6)	10(7)	80(45.4)	78(44.9)

	understanding about the organisation.					
E2	I believe values guide employee behaviour and leads to discipline	1(1.1)	2(2.1)	14(9.2)	90(50.8)	63(36.8)
E3	I feel values have affective, cognitive and behavioural dimensions	78(42.7)	80(44.3)	10(7)	1(2.7)	1(3.2)
E4	I believe that values are the guiding principles in the work place	1(1.1)	2(2.1)	14(9.2)	90(50.8)	63(36.8)
E5	I feel that values guide selection or evaluation of employee behaviour	90(49.4)	50(28.2)	10(7.1)	18(11.9)	1(0.1)
E6	I believe that values help to lay ground for the organisation's culture.	78(40.4)	80(42.7)	15(26.4)	4(4.1)	1(3.1)
E7	I feel values can encourage individual growth and promote self-esteem	19(10.8)	2(2.2)	10(7)	80(45.4)	59(34.6)
E8	I believe that values promote organisational discipline among employees.	78(40.4)	80(42.7)	15(9.3)	4(4.1)	1(3.1)

From the table 4.6, it is evident that approximately 2.7 % (1.1 % strongly disagree and 1.6 % disagree) of the participants that values help employees to improve their understanding about the organisation. Another 7%, neither agreed nor disagreed that values help employees to improve their understanding about the organisation and the

remaining 90.3 % (45.4% agree and 344.9% strongly agree) agreed that values help employees to improve their understanding about the organisation.

Approximately, 3.2 % (1.1 % strongly disagree and 2.1 % disagree) of the participants disagreed that values guide employee behaviour and leads to discipline, 9.2% remained neutral whilst 87.6 % (50.8 % agree and 36.8 % strongly agree) agreed that values guide employee behaviour and leads to discipline

Furthermore, 87 % (42.7% strongly disagree and 44.3% disagree) of participants disagreed that values have affective, cognitive and behavioural dimensions, 7 % neither disagreed nor agreed, whilst 5.9 % (2.7 % agree and 33.2 % disagree) that values have affective, cognitive and behavioural dimensions

Approximately, 3.2 % (1.1 % strongly disagree and 2.1 % disagree) of the participants disagreed that values guide employee behaviour and leads to discipline, 9.2% remained neutral whilst 87.6 % (50.8 % agree and 36.8 % strongly agree) agreed that values guide employee behaviour and leads to discipline

Additionally, 59.5% (7.2% strongly disagreed and 52.3 disagree) of the participants that customs make employees identify themselves with the organisation, 7.1 % remained neutral, whilst 18.5 % (12.3% agree and 6.2 strongly agree) that customs make employees identify themselves with the organisation.

Also, 83.1 % (40.4 % strongly disagree and 42.7 % disagree) of the participants that values help to lay ground for the organisation's culture, 26.4 % of the participants did not agree nor disagree, and 7.2 % (4.1 % agree and 3.1 % strongly agree) that values help to lay ground for the organisation's culture.

Moreover, 3% (0.8 % strongly disagree and 2.2 % disagree) of the participants that customs encourage employees to communicate with each other. Another 7 %, neither agreed nor disagreed that customs encourage employees to communicate with each other and the remaining 80 % (45.4 % agree and 34.6 % strongly agree) agreed that customs encourage employees to communicate with each other.

Also, 83.1 % (40.4 % strongly disagree and 42.7 % disagree) of the participants that values promote organisational discipline among employees, 26.4 % of the participants did not agree nor disagree, and 7.2 % (4.1 % agree and 3.1 % strongly agree) that values promote organisational discipline among employees

4.4 Inferential Statistics

To draw meaningful and valid conclusions, inferential statistics such as Pearson Moment Correlations, Sample t-test and ANOVA were applied. The inferential statistics were compared on the dimension (impact culture on organisational discipline, impact of customs on organisational discipline, impact of belief on organisational discipline and impact of values on organisational discipline).

4.4.1 Pearson Product Moment Correlations: Key dimensions of the study

Table 4.7: Pearson Product Moment Correlation: Correlations among key dimensions of the study

Dimension	r	Impact of culture	Impact of customs	Impact of belief	Impact of values
Impact of culture	r	1.000			
Impact of customs	r	0.654	1.000		
Impact of belief	r	0.635	0.677	1.000	
Impact of values	r	0.399	0.531	0.680	1.000
	p	0.000	0.000	0.000	

$p > 0.01$

The results in table 4.7 reflect that there is a significant relationship among all the dimensions of the study (impact of culture on organisational discipline, impact of customs on organisational discipline, impact of beliefs on organisational discipline and impact of values on organisational discipline) respectively at 1% of significance. The results indicated a strong positive relationship between customs and impact of culture

and organisational discipline($r=0.654$, $p>0.01$). Moreover, the correlation coefficient between beliefs and impact of culture and organisational discipline also showed a strong positive relationship ($r=0.35$, $p>0.01$). Furthermore, from Table 4.7, whilst there is a fairly moderate relationship between values and impact of customs on organisational discipline($r=0.530$, $p>0.01$) there is a fairly strong relationship between values and the impact of beliefs on organisational discipline($r=0.680$, $p>0.01$). The following section looks at the influence of biological profiles on each of the objective.

4.4.2 Analysis of Variance

The influence of the demographic characteristics of age, position, employment status, educational qualifications and experience on the impact of culture on organisational discipline, the impact of customs on organisational discipline, the impact of beliefs on organisational discipline, and the impact of values on organisational discipline respectively were evaluated using test of differences (Analysis of Variance-test)(table 4.8 to table 4.11).

This section determines the influence of demographics of (age, position, employment status, educational qualification and experience) regarding the impact of culture on organisational discipline, the impact of customs on organisational discipline, the impact of beliefs on organisational discipline, and the impact of values on organisational discipline

Table 4 8: Impact of culture on organisational discipline and age, position, employment status, educational qualifications and experience

IMPACT OF CULTURE ON ORGANISATIONAL DISCIPLINE		
Biological Age	F	P
Age	0.974	0.423
Position	1.760	0.138
Employment status	0.729	0.484
Education qualifications	0.907	0.461
Experience	1.132	0.342

From table 4.8 above it is evident that there is no significant difference in the perceptions of employees varying from biographical variable (age, position, employment status, educational qualifications and experience) on the impact of culture on organisational discipline

Table 4.9: Analysis of Variance: Impact of customs on organisational discipline and Age, Position, Employment status, Educational Qualifications and Experience

IMPACT OF CUSTOMS ON ORGANISATIONAL DISCIPLINE		
Biological Variable	F	P
Age	1.078	0.369
Position	1.8.56	0.512
Employment Status	2.069	0.129
Education qualifications	0,480	0.751
Experience	2.187	0,072

Table 4.9 above reflects that there is no significant difference of the perceptions of employees varying from biological profiles (*age*, position, employment status, educational qualifications and experience) on the impact of customs organisational discipline

Table 4.10: Analysis of Variance: Impact of beliefs on organisational discipline and Age, Position, Employment status, Education qualification and Experience

IMPACT OF BELIEFS ON ORGANISATIONAL DISCIPLINE		
Biological Variable	F	P
Age	0-379	0.824
Position	1.352	0.252
Employment Status	1.446	0.238
Education qualification	0.437	0.782
Experience	1.045	0.385

From table 4.10, it is evident that there is no significance difference in the perceptions of employees varying in biological variables (*age*, position, employment status, educational qualifications and experience) on the impact of beliefs on organisational discipline.

Table 4.11: Analysis of variance: Impact of values on organisational discipline and Age, Position, Employment Status, Education qualifications and Experience

IMPACT OF VALUES ON ORGANISATIONAL DISCIPLINE		
Biological Variable	F	P
Age	1.170	0.325
Position	1.616	0.172
Employment Status	2.973	0.053***
Education qualification	0.631	0.641
Experience	2.469	0.046**

From Table 11, there is a significant difference in the perceptions of employees varying in employment status ($F=2.973$, $p<0.05$) and Experience ($F=2.469$, $p<0.05$) regarding the impact of values on organisational discipline at 5% level of significance.

4.5 Summary of Results

The summary of hypothesis below indicates that there is a positive correlation between variables of culture and employee discipline. A positive relationship indicate that customs have positive impact on employee discipline. This implies that when organisational beliefs are practiced at the institution, employees want to be associated with positive discipline and the organisation realize increased productivity and profits. In summary there is a corresponding relationship between organisational values and employee discipline.

Table 4.12: Summary of Hypothesis Tests

Hypothesis	Position
------------	----------

H1	There is a positive relationship between culture and employee discipline	Supported
H2	There is a positive relationship between customs and employee discipline	Supported
H3	There is a positive relationship between beliefs and employee discipline	Supported
H4	There is a positive relationship between values and employee discipline	Supported

Source (Researcher)

4.6 Chapter Summary

The Chapter highlighted the introduction. The demographic information was highlighted and discussed. The impact of the culture to organisational discipline was highlighted and discussed. The impact of the culture to organisational discipline was highlighted and discussed. The chapter also raised the impact of customs and discussed it. The impact of the values on organisational discipline was also highlighted and discussed. Inference statistics was run on the four dimension of the study. The following chapter is going to Discussion, Conclusion and Recommendations

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings as presented in chapter four.

Conclusion and recommendations are based on the findings. Suggestions for further studies are also drawn.

5.1 Summary

The purpose of the study was to determine the effect of organisational culture in fostering discipline in an organisation. Mashonaland East Provincial and the nine District education officers are a center of the whole Province's eye where every employee in that province wants to emulate, therefore the target participants were randomly selected. The research was done to investigate whether culture has a positive impact on employee discipline and how it improves the productivity within the organisation. The study was guided by the following research questions; to what extent do culture influence organisational discipline among employees, to what extent do customs promote organisational discipline among employees, how do beliefs influence organisational discipline among employees and to what extent do values promote organisational discipline among employees at Mashonaland East Provincial and nine Districts Offices?

The study adopted descriptive research designs to establish the effect of training on employee performance. The target population of the study was 450 employees at the Provincial and nine Districts Education offices in Mashonaland East Province. The study relied on primary data that was collected by use of structured questionnaires, Directorate, Schools Inspectors, Education Officers and other Officers were targets of the study. Stratified sampling has been applied to guarantee that specific groups within a population are adequately represented in the sample. The collected data was coded into SPSS Version 27.0 for analysis and presentation. The study found out that

coefficient of correlation R was 0.887, an indication of strong correlation with the variables.

5.2 Sample Size

As a rule of thumb, for a population less than 1000, a sample of 30% is sufficient in representing the entire population (Blanche, Durrheim & Painter, 2008). Therefore, for this study a sample of 200 officers was selected to represent the entire population of 450.

5.3.1 The effect of organisational culture on employee discipline

The study established that majority of the respondents agreed that there is a strong positive relationship between organisational culture and employee discipline. In that regard the researcher accepted the hypothesis that there is a positive relationship between culture and organisational discipline among employees.

5.3.2 The relationship between customs and employee discipline

High number of respondents agreed that customs have the impact on employee discipline. The study also established that customs can encourage employees into being disciplined. However, a smaller number of participants did not see the importance of customs in encouraging employees to become disciplined. Jingit (2008) posits that customs includes employees shaking hands, bowing and kissing. To a larger extent, customs influence people to be submissive, hence it becomes easier to manage such kind of employees. Discipline includes many aspects at the workplace. If the leadership is able manage a group of employees it shows that it is not the effectiveness of the leadership but a disciplined workforce. Similarly, Quirk, (2012) denotes that discipline ensures that individuals maintain silence at workplace and work as single unit with their team members to achieve the goals and objectives of the organisation. The study's results further show that employees are forced by the situation to adopt the customs of the organisation once they join the organisation. In fact, their customs are absorbed by organisations' customs and that is good for the management. It goes without saying that such a development promotes discipline at the workplace.

5.3.3 There is a positive impact between organisational beliefs and employee discipline

The study showed that there is a strong relationship between beliefs and employee discipline. The respondents agreed that organisational beliefs are needed in molding employee discipline as it improves the organisation's productivity. The results of study also showed that beliefs are critical as far as maintenance of discipline at the workplace is concerned. When employees have beliefs which are positive about their organisation, it helps them to become disciplined. Rezaei (2018) maintains that beliefs influence employees to behave in a disciplined manner. It therefore goes without saying management needs to observe and respect the employees' beliefs. In the same vein, Quirk (2012) posits that shared beliefs among the employees influence them to behave in ways that contribute to the unique social and psychological environment of an organisation.

5.3.4 The relationship between organisational values and employee discipline

The study showed that there is a high relationship between organisation values and employee discipline. The respondents agreed that there is a higher relationship between values and employee discipline as showed that every employee wants to be associated with positive organisation values as a measure of positive discipline.

5.4 Conclusion

The study concludes that organisational culture, customs, beliefs and values significantly influenced employee discipline.

The conclusion of the study on the impact of culture on organisational discipline include that:

- Culture can influence organisational discipline among the employees, however, more work needs to be done in a bid to in calculate values in employees. The organisation must not rely on cultural influences because employees can be influenced by peer pressure and end up behaving badly.

- Organisational culture provides a framework in which managers can implement motivational tools and that influence discipline among the employees. The companies with a strong organisational culture are much better able to improve employee discipline by involving the workers themselves in an intense way.
- Organisational culture is a key factor in employee discipline and productivity. It is essential a healthy environment that impactful on employees' discipline that can be created.
- A strong and healthy organisational culture can provide many benefits to an organisation, including increased productivity, improved employees' health and wellness, reduced absenteeism, increased customer satisfaction, higher levels of innovation, and enhanced employee innovation.
- The study concluded that culture has an impact on organisational discipline.

5.5 Recommendations

In view of the above conclusions, the study recommends that:

- Organisations must build strong cultures which can provide consistency and direction, guide decisions and actions, fuel the employees so that they reach their potential.
- Organisations needs to create a strong organisational culture that can bring benefits like enhanced trust and co-operation, fewer disagreement and more efficient and decision making.
- Leaders cherish the importance of culture in their organisation as it sets expectations for how people behave and work together. In this way culture can break down the boundaries between soiled teams and guide decision making.

5.6 Suggestions for Further Studies

The study focused on the effect of organisational culture in fostering discipline at Provincial and nine Districts Education offices in Mashonaland East Province, future scholars ought to carry out similar studies on different industries. The current study

focused on culture, future scholars ought to focus the overall factors that influence employee discipline in an organisation. The current study relied on primary data and future scholars ought to carry out similar studies by use of both primary and secondary data. The study will also help the future scholars to identify culture traits that will be needed basing on the problem at hand. Future researchers will have the full knowledge on why cultured officers affects employee discipline. In future a comparative study can be done to compare organisational culture and its effects on organisational productivity.

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APPENDIX A

QUESTIONNAIRE

THE EFFECT OF ORGANISATIONAL CULTURE IN FOSTERING DISCIPLINE IN AN ORGANISATION.

Dear respondent, my name is John Makoni, student of Master of Commerce in Strategic Management, Great Zimbabwe University. I'm conducting a survey to investigate the effects of organizational culture in fostering discipline in an organization in Mashonaland East Provincial and the nine Districts Education Offices in Zimbabwe. Be informed that your co-operation and contributions in completing the questionnaire is greatly appreciated and valued.

Your contributions will be held in confidence. Feel free to express yourself in the next 10 to 15 minutes. The information gathered will be used for academic purposes and also do not provide your name on this questionnaire. Place ticks in the boxes or spaces provided to indicate your response. Be free to express your sincere views as this survey is for academic purposes. Lastly, there are no wrong or right answers.

Section A: Demographic information

This part of the questionnaire contains questions on the demographic information of the participants in terms of the gender, age group, Position in the organisation, status qualification and experience

Please indicate your selection with an (X)

A1. What is your gender?

Male	Female	Prefer not answer
1	2	3

A2. Which age group do you belong to?

18-30 years	31-40 years	41-50 years	51-60 years	61 years & above
1	2	3	4	5

A3. What position do you currently held in the organisation?

Human Resources	Accountant	Inspector	Educational Psychologist	Director	Other (Specify).....
1	2	3	4	5	6

A4. What is the nature of your employment status?

Permanent	Temporary	Contracted
1	2	3

A5. How long have you been working in the organisation?

Up to 5 years	6-10 years	11-15 years	16-20 years	21 years & above
1	2	3	4	5

Section B: Impact of culture on organisational discipline

The following statements require information about the impact of culture on organisational discipline. Please on a scale of 1: 5, indicate your agreement with each statement. The weight scoring are : Strongly Disagree(SD)=1, Disagree (D) =2, Neither agree nor Disagree(NA/DA)=3, Agree (A) =4, and Strongly Agree(SA)=5

No.	Statement					
		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

B1	I feel culture shapes the minds of employees					
B2	I believe culture appeals to mind of the employees					
B3	I feel that culture creates bond among employees in the organisation					
B4	I believe culture at the work place influence the thinking of the workers.					
B5	I feel culture is gained knowledge by employees in the organisation					
B6	I believe that culture can make employees behave in a manner which is positive					
B7	I feel culture make the leadership make the right decision					

SECTION C: Impact of customs on organisation discipline

The following statements require information about the impact of customs on organisational discipline. Please on a scale of 1: 5, indicate your agreement with each statement. The weight scoring are : Strongly Disagree(SD)=1, Disagree (D) =2, Neither agree nor Disagree(NA/DA)=3, Agree (A) =4, and Strongly Agree(SA)=5

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
C1	I feel customs encourage employees to be discipline					
C2	I believe that customs can influence employees' behaviour					
C3	I feel customs make employees develop a sense of belonging about the organisation.					
C4	I feel customs can make employees easily fit in the organisation.					

C5	I believe customs make employees identify themselves with the organisation.					
C6	I feel employees join the organisation with their own customs					
C7	Customs encourage employees to communicate with each other.					
C8	I believe employees align their customs with that of the organisation.					

SECTION D: Impact of beliefs on organisational discipline

The following statements require information about the impact of beliefs on organisational discipline. Please on a scale of 1: 5, indicate your agreement with each statement. The weight scoring are : Strongly Disagree(SD)=1, Disagree (D) =2, Neither agree nor Disagree(NA/DA)=3, Agree (A) =4, and Strongly Agree(SA)=5

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
D1	I feel beliefs are formed in an organisation					
D2	I believe that beliefs can help shape behaviour of employees					
D3	I feel beliefs influence employees to be disciplined					
D4	I feel beliefs can improve the understanding of employees					
D5	I think beliefs can make employees move on as one united group					
D6	I feel that beliefs reduce organisational conflicts among workers					
D7	I feel beliefs can mould employees to develop trust towards their organisation.					

SECTION E: Impact of values on organisational discipline

The following statements require information about the impact of values on organisational discipline. Please on a scale of 1: 5, indicate your agreement with each statement. The weight scoring are : Strongly Disagree(SD)=1, Disagree (D) =2, Neither agree nor Disagree(NA/DA)=3, Agree (A) =4, and Strongly Agree(SA)=5

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
E1	I feel values help employees to improve their understanding about the organisation.					
E2	I believe values guide employee behaviour and leads to discipline					
E3	I feel values have affective, cognitive and behavioural dimensions					
E4	I believe that values are the guiding principles in the work place					
E5	I feel that values guide selection or evaluation of employee behaviour					
E6	I believe that values help to lay ground for the organisation's culture.					
E7	I feel values can encourage individual growth and promote self-esteem					

E8	I believe that values promote organisational discipline among employees.					
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THANK YOU FOR TAKING TIME COMPLETING THIS QUESTIONNAIRE.

APPENDIX B



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MASVINGO

GREAT ZIMBABWE UNIVERSITY

25 April 2023

TO WHOM IT MAY CONCERN

INTRODUCTION LETTER FOR MAKONI JOHN

REG NO., M222992

This serves to confirm that Makoni John is a bona fide student of Great Zimbabwe University who is studying towards a Masters of Commerce in Strategic Management

He intends to carry out a research entitled: **The Effects of Organisational Culture in Fostering Discipline in an Organization: A case of Provincial and nine Districts Offices in Mashonaland East Province.**

I kindly request your assistance with regards to the provision of data and advice pertaining to this topic. The data will be kept private and confidential as it is only meant for academic purposes.

Thank you in advance.

J. Marumbwa
CHAIRPERSON

APPENDIX C

Ref: P/Makoni J
E.C.No.; 0924375 E

All communications should be addressed to
"The Provincial Education Director Mashonaland East Province"
Telephone: 0279-24811/4 and 24792
Telex :
Fax: 079-24791



Ministry of Education, Sport & Culture
Mashonaland East Province
P.O. Box 752
Marondera
Zimbabwe
25 April 2023

Mr. J. Makoni
Stand No. 1300 Samoyo Crescent
Cherutombo Township
Marondera

PERMISSION TO CARRY OUT RESEARCH IN AT THE PROVINCIAL AND DISTRICT OFFICES FOR EDUCATIONAL PURPOSES: MR. MAKONI JOHN: E. C. NUMBER 0924375 E: STUDENT REG No. M222992: MASH EAST PROVINCIAL OFFICE: MASHONALAND EAST PROVINCE.

Reference is made to your minute dated 25 April 2023 on the above subject matter.

Please be advised that permission has been granted that you carry out research work at the Provincial and nine Districts of Mashonaland East Province. You should ensure that your research work does not disrupt the normal working operations at the offices. Where learners are involved, parental consent is required before collecting data from them.

You are accordingly being asked to furnish the Ministry with a copy of your **project** on the information about your findings so that we share the knowledge for the benefit of the system as well as our nation at large.

We wish you all the best and hope to hear from you after completing your project work.

A blue ink handwritten signature that reads 'N. Sengwayo'.



N. SENGWAYO
HUMAN RESOURCES OFFICER – DISCIPLINE
FOR PROVINCIAL EDUCATION DIRECTOR
MASHONALAND EAST PROVINCE