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CONTENTMENT ON DISCIPLINARY PRACTICES AMONG UNIVERSITY EDUCATORS: A CASE STUDY

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ABSTRACT

The term 'discipline' can be understood as an act as per per-determined code or regulations behaving on the basis of requirement criteria of an establishment; industrial or educational and thereby executing the necessitated responsibilities within the stipulated limit zone for the fulfillment of expected outcomes that match with personal and organizational contentment. There are several cases involving the academic community violating disciplinary codes or regulations of the institution, although such group of people is said to be in the noblest and the most respected profession. The objectives of the investigation were to study the impact of disciplinary practices upon students' performance, find out the level of satisfaction with respect to disciplinary procedures, grievance redressal mechanism and corrective actions and To examine educators' disciplinary correctional measures. The academics of a renowned higher education institution were contacted for primary data collection through questionnaires. The findings revealed that majority of the respondents expressed satisfaction with regard to disciplinary procedures and grievance redressal mechanism of the institution.

KEYWORDS

Academics, Discipline Management, Grievance Redressal Mechanism, Higher Education Institution and Satisfaction.

INTRODUCTION

One of the significant critical elements among the functions of human resource management is the employee discipline and grievance administration. Today, there exist numerous cases pertaining to employee dissatisfaction over management essentially due to improper, ineffective and lethargic address of their grievances and discipline control mechanism. Many organizations even do not possess a grievance redressal and discipline management mechanism in their organizations. This is a careless attitude on the part of both the management and the working members of organizations. These kinds of organizations do not even bother to address some of the genuine cases of grievance or complaints from the employees' quarter and neither do institute proper discipline. A discipline related problem arises when an educator proceeds or deviates out of the programmed and stipulated do's and don'ts rule of the institution.

Higher education institutions are no exception to be serious on effective implementation of discipline management and create standing rules on discipline to the academic community including researchers and scientists, non-academic staff and the students. The primary and also the most important role played in any kind of educational institutions is the role played by the academic community. Fundamentally, there are teaching staff, researchers, scientists, non-teaching staff and the students who make up the general working stakeholder component in higher learning institutions such as universities and colleges. The academic function is carried out by the teaching staff. The non-academic function is often called the administrative function which is played by the non-academic or non-teaching staff. Discipline among the academic staff in such higher education institutions is a matter of concern now-a-days. The present study is restricted to analyze disciplinary practices among the academic community or teaching staff in a prestigious higher learning institution located in Southern India.

The term 'discipline' can be understood as an act as per per-determined code or regulations if existing or behaving on the basis of requirement criteria of an establishment; industrial or educational and thereby executing the necessitated responsibilities within the stipulated limit zone for the fulfillment of expected outcomes that match with personal and organizational contentment. Professor Mc Gregor's Hot Stove Rule has the following characteristics for a good disciplinary system in every organization: (a) Advance Warning (b) Impartiality (c) Consistency and (d) Impersonality. (**Mc Gregor's Hot Stove Rule**).

There are several cases involving the academic community violating disciplinary codes or regulations of the institution, although such group of people is said to be in the noblest and the most respected profession. Basically, any educator or teacher has to incorporate a greater amount of discipline so that the same can be preached to learning members of the institution and also the society to a greater extent. A lot number of indiscipline or disorderly behavior among them may perhaps find implications in higher absenteeism rate (both authorized and unauthorized), unaccounted leave or absence, negative attendance in stipulated course classes to teach, carrying out personal assignments during office hours, spending time in unwanted or unauthorized discussions (chatting or gossiping) in and off the class rooms or departments with students and fellow faculty members or sometimes even with administrative personnel, using office properties for personal needs and private applications, consumption of alcohol during office or working times, conspirator of criminal activities in the society, joining hands with criminal and unjust group, and so on and so forth.

The acts of misconduct include willful insubordination, unauthorized striking work, theft and fraudulent acts in the office, dishonesty, bribery charges, information disclosure for financial benefits, late attendance, private acts in the working environment, breach of violation, negligence of duty and others (**Ahuja 1986**). It is in this context an attempt has been made to investigate the behavioral pattern of the so-called academic personnel in terms of their discipline through the extraction of opinion and perception and to provide workable suggestions with the help of information emanating from this study. In addition to the discipline component, the study also takes into consideration of the grievance redressal mechanism and educators' satisfaction with respect to the same.

CORRECTIONAL PRACTICES

Academic discipline can either be managed internally or be imposed by external agencies. Internal disciplinary administration pertains to institutional standing orders, regulations and bye laws emphasizing the requirement of discipline among faculty members and administrative personnel. In addition to that the higher education departments and councils could play a very important role in propagating disciplinary practices and can impose regulations with that of penalties and punitive actions if the norms are violated by educators. Mild punitive or correctional actions include oral warning, written warning and severe 'slap on the wrist' for mild or non-so-severe unruly acts on the part of educators.

On the other hand, severe punishments include withholding pay, perquisites, severe reprimand, severe written warning, issuance of correctional memos, and issuance of show cause notice, suspension, withholding increment and discharge or dismissal from the institution. Severe punitive actions are inflicted only in case of severe or heinous disorderly acts of academic personnel. However, counseling holds as an effective method to intercept indiscipline acts of staff. Counseling is said to be an action initiated by the superior or supervisor and administer when a performance related problem is identified. Counseling could be in the form of oral and written and also includes an explanation of the performance deficiency and the definition of the expected performance. The counselor can declare that any sort of correctional action shall be initiated if an employee fails to correct his performance (**Arizona Department of Corrections, 2010**). Oftentimes, this method is adopted in higher education institutions either formally or informally wherein, the person who is responsible for such mild disorderly act is summoned by the departmental head or sometimes the dean and senior academics for the purpose of counseling. Counseling can also be done by immediate superior of the department in which the faculty member holds assignment.

UNIVERSITY GOVERNANCE AND MANAGEMENT IN INDIA

The higher education institutional mechanism in India comprises of universities, institutions of national importance, colleges and research institutions. Most of the policies in general functioning, governance, funding structure and patterns, administration procedures, human resource management (HRM) and development (HRD) are promulgated by the University Grants Commission (UGC), the apex and highly acclaimed constitutional and statutory body of the Government of India, the Union Ministry of Human Resource Development and other statutory councils. The UGC works closely with the Planning Commission of India and the Ministry of Human Resource Development in formulating policies and regulations in higher education management in the country (**Government of India, UGC 11th Plan Document**).

The establishment of UGC in the year 1945 by the Government of India which was based on the recommendations of '*Sergeant Committee Report*', paved the way forward for a revolutionary assignment towards effective governance and implementation of quality standards in higher education functioning. Among other important functions, the duties of the Commission are to monitor the performance of universities, to see that the quality of teaching and research improves, to fund the higher education system as and when necessary based on the discretion and decision of the Commission and to discharge other constitutional duties. The UGC works with India's Planning Commission in formulating plans and policies in higher education institutions (**Piyush Prakash, 2010**). The other important stakeholders in the higher education management include various Ministries and Departments of the Government of India, Statutory / Professional Councils of the Government of India such as All India Council for Technical Education (AICTE), National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE), Dental Council of India (DCI), National Board of Accreditation (NBA), etc. Advisories, directions and recommendations are also provided by the honorable Supreme Court of India and High Courts of states to the stakeholders on various policy matters including policies regarding human resource management and development

OBJECTIVES OF THE STUDY

The following are the objectives of this study:

1. To study the impact of disciplinary practices upon students' performance
2. To find out the level of satisfaction with respect to disciplinary procedures, grievance redressal mechanism and corrective actions
3. To examine educators' disciplinary correctional measures

HYPOTHESES OF THE STUDY

The following hypotheses are framed based on the research objectives:

HYPOTHESIS 1

RESEARCH HYPOTHESIS (H1): There is a significant relationship between designation and opinion on impact of teacher disciplinary trials upon students' performance

HYPOTHESIS 2

RESEARCH HYPOTHESIS (H1): There is a significant relationship between designation and level of satisfaction in respect of disciplinary procedures adopted by the institutional authorities

HYPOTHESIS 3

RESEARCH HYPOTHESIS (H1): There is a significant relationship between designation and level of satisfaction with respect to correctional actions against the disorderly educators

INSTITUTIONAL PROFILE

This empirical investigation was carried out in a higher education institution functioning in the status of '*Deemed University*'. The university is under the administrative command and control of the Government of India and is fully regulated, funded and governed by UGC and its regulations. The regulations of statutory councils of the Government of India are also applicable in the governance of the institution. The university comprises of approximately 25 departments which are fully involved in teaching, research and extension functions and there are approximately 150 academic (teaching) staff and 250 non-teaching staff. The institution has been awarded 'A' Grade Certification and status (*Equivalent to Five Stars Status*) by National Assessment and Accreditation Council (NAAC), Government of India, Bangalore.

By and large, the teaching staff is highly qualified with most of them possessing PhD or have cleared the mandatory National Eligibility Test (NET) for '*Lectureship*' for holding Assistant Professorship. Most of the faculty members also possess vast experience in teaching, research and industry. With abundant teaching and research expertise, the faculty members in this institution are considered think-tanks and profoundly recognized by NAAC. The institution was primarily set up for uplifting rural populace in the country. In a historical breakthrough the institution was conferred the status of '*deemed university*' by the UGC and Government of India as early as during 1976. The institution was one of the earliest deemed universities funded and fully under the governance of UGC and being a central deemed university, it also receives grants from other Departments and Councils of the Government of India and state governments.

RESEARCH METHODOLOGY

This empirical research is based on survey method. More than 50 percent of the teaching staff of a central deemed university of repute in southern India; governed and funded by the Government of India were taken into confidence for the purpose of the study. There are 25 departments in the university; many of them are rural development based. Academic personnel in the rank and cadre of '*Professor*', '*Associate Professor*' and '*Assistant Professor*' in all the departments of the institution were taken into account representing one person in each cadre / rank. Simple random sampling method is adopted to select the teaching staff in each of the ranks for the study. Simple questionnaires were administered to the selected respondents containing 15 questions in all regarding discipline and grievance management policies and practices adopted in the institution. The questionnaires contained multiple kinds of questions such as open ended, closed ended, adoption of Likert scale based questions and rank based questions.

Both primary and secondary data were relied for the study. Secondary sources include among others, the reports of UGC, higher education councils of the Government of India, Planning Commission documents relating to higher education and management, reports of the Ministry of Human Resource Development (MHRD) and articles. The secondary sources were relied mainly for the purpose of extracting policy information regarding discipline and grievance administration regulations for higher education institutions including universities in Indian context.

Simple statistical tools were applied such as percentage method and chi-square analysis to satisfy the investigation objectives and to test the set hypotheses. As the respondents were occupying high level academic positions in the university they were contacted personally for required information based on the objectives of the study. The questionnaires were furnished to the respondents and got back in about a month of time. The total number of respondents comprised 75, which includes 25 Professors, 25 Associate Professors and 25 Assistant Professors selected at random in all the departments. As far as the department is concerned, census method was adopted; wherein all the departments were considered for the study. However, the respondents were selected for distributing questionnaires and eliciting answers and their perception using simple random sampling method equally distributing the sample size of 75 to educators in the rank and cadre of Assistant professor, Associate Professor and Professor.

ANALYSIS AND INTERPRETATION

Based on the principal data given by the respondents, analysis has been done for supporting and fulfilling the requirements of objectives and hypotheses of the study. The statistical tools for analysis include simple percentage calculation for the purpose of eliciting general information and chi-square test for testing of the hypotheses based on research objectives.

TABLE 1: IMPACT OF EDUCATORS' DISCIPLINARY PRACTICES UPON STUDENTS' BEHAVIOR

Sl.No	Level of Agreement	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Strongly Agree	25 (100)	23 (92)	20 (80)	68	90.7
2	Agree	-	02 (8)	05 (20)	07	9.3
3	Undecided	-	-	-	-	-
4	Disagree	-	-	-	-	-
5	Strongly Disagree	-	-	-	-	-
	Column Total	25 (100)	25 (100)	25 (100)	75	100

(Parenthesis refers to percentage of the respective numbers)

Source: Primary Data Collected for Investigation

Inference: The table reveals that over 90 percent of the respondent – educators strongly agree and believe to the proposition that educators' disciplinary practices will have a lasting impact upon students' behavior. It is significant to note that all the educators in the rank of 'Professor' (100 percent) have strongly agreed on the issue. However, none has undecided and disagreed on the issue.

TABLE 2: IMPACT OF TEACHER DISCIPLINARY TRIALS UPON STUDENTS' PERFORMANCE

Sl.No	Level of Impact	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Absolute Effect	19 (76)	17 (68)	15 (60)	51	68
2	Mild Effect	06 (24)	08 (32)	03 (12)	17	22.7
3	Undecided	-	-	01 (4)	01	1.3
4	No Effect	-	-	04 (16)	04	5.3
5	Absolutely No Effect	-	-	02 (8)	02	2.7
	Column Total	25 (100)	25 (100)	25 (100)	75	100

(Parenthesis refers to percentage of respective numbers)

Source: Primary Data Collected for Investigation

It can be inferred that a majority (68 percent) of the respondent – educators accepted that there would be an absolute effect of teacher disciplinary trails upon students' performance. Among the respondents, educators in the rank of 'Professor' possessed the maximum percentage of acceptance rate (76 percent). The negative response (teacher disciplinary trials will have no impact upon students' performance) emerged from only 8 percent of the respondents. 32 percent of educators in the rank of 'Associate Professor' opined that the impact on students will be mild. 24 percent of educators in the rank of 'Assistant Professor' advocated for the 'no impact' criterion.

TABLE 3 LEVEL OF SATISFACTION WITH RESPECT TO DISCIPLINARY PROCEDURES ADOPTED BY THE INSTITUTIONAL AUTHORITIES

Sl.No	Level of Satisfaction	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professors	Associate Professors	Assistant Professors		
1	Highly Satisfied	20 (80)	19 (76)	21 (84)	60	80
2	Satisfied	05 (20)	02 (8)	04 (16)	11	14.7
3	Undecided	-	-	-	-	-
4	Dissatisfied	-	04 (16)	-	04	5.3
5	Highly Dissatisfied	-	-	-	-	-
	Column Total	25 (100)	25 (100)	25 (100)	75	100

(Parenthesis refers to percentage of the respective numbers)

Source: Primary Data Collected for Investigation

Among the respondent – 'Professors', a whopping 80 percent were highly satisfied with respect to disciplinary procedures adopted by the institutional authorities. Among the 'Associate Professors', it was 76 percent and 84 percent in the case of 'Assistant Professors'. Overall, 80 percent of the respondent – educators expressed their higher satisfaction level in respect of the issue. However, 16 percent of the respondents in the cadre of 'Associate Professor' were dissatisfied with the disciplinary procedures; which was about 5.3 percent of all respondent – educators in general.

TABLE 4: LEVEL OF SATISFACTION WITH RESPECT TO GRIEVANCE REDRESSAL MECHANISM OF THE INSTITUTION

Sl.No	Level of Satisfaction	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Highly Satisfied	19 (76)	15 (60)	17 (68)	51	68
2	Satisfied	06 (24)	07 (28)	05 (20)	18	24
3	Undecided	-	01 (4)	-	01	1.3
4	Dissatisfied	-	02 (8)	03 (12)	05	6.7
5	Highly Dissatisfied	-	-	-	-	-
	Column Total	25 (100)	25 (100)	25 (100)	75	100

(Parenthesis refers to percentage of the respective numbers)

Source: Primary Data Collected for Investigation

It is self evident from the table that a majority (68 percent) of the academic community of the select institution expressed high level of satisfaction with respect to the grievance redressal mechanism adopted by the institution. The negative answer emerged from about 7 percent of the respondents showing dissatisfaction over the issue. All the Professors (100 percent), Associate Professors (88 percent) and Assistant Professors (88 percent) expressed satisfaction related to grievance redressal mechanism adopted by the institution. The largest numbers of respondent – educators were in the rank of 'Assistant Professor' (12 percent) who expressed total dissatisfaction over the issue.

TABLE 5: LEVEL OF SATISFACTION WITH RESPECT TO CORRECTIONAL ACTIONS AGAINST THE DISORDERLY EDUCATORS BY THE INSTITUTIONAL AUTHORITIES

Sl.No	Level of Satisfaction	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Highly Satisfied	22 (88)	20 (80)	21 (84)	63	84
2	Satisfied	03 (12)	-	-	03	04
3	Undecided	-	-	02 (8)	02	2.7
4	Dissatisfied	-	05 (20)	02 (8)	07	9.3
5	Highly Dissatisfied	-	-	-	-	-
	Column Total	25 (100)	25 (100)	25 (100)	75	100

(Parenthesis refers to percentage of respective numbers)

Source: Primary Data Collected for Investigation

84 percent of the respondent - educators (Combination of all Cadres) expressed their higher satisfaction level in respect of correctional actions by the institutional authorities against the indiscipline teachers. No one respondent has been highly dissatisfied on the issue. About 3 percent of the respondents possessed no knowledge on the issue and so remained undecided. However, about 9 percent of the educators remained dissatisfied in respect of corrective actions against indiscipline members of academics.

TABLE 6: EDUCATORS AS ROLE MODELS FOR STUDENTS AND SOCIETY

Sl.No	Level of Impact	Cadre-Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Strongly Agree	21 (84)	19 (76)	14 (56)	54	72
2	Agree	04 (16)	06 (24)	07 (28)	17	22.7
3	Undecided	-	-	01 (4)	01	1.4
4	Disagree	-	-	03 (12)	03	4
5	Strongly Disagree	-	-	-	-	-
	Column Total	25 (100)	25 (100)	25 (100)	75	100

(Parenthesis refers to percentage of respective numbers)

Source: Primary Data Collected for Investigation

It is inferred that 72 percent of the educators strongly agreed and favored to the proposition that educators are role models for students and the society. Among the respondents, the highest percentage agreeing to the proposition emerged from 'Professors' (100 percent) and the lowest emerged from 'Assistant Professors' comprising 84 percent. All the respondents who have disagreed were in the rank of 'Assistant Professor', wherein they believed that the role models for the students and society can be other than academics such as actors, agriculturists, businessmen, executives, attorneys, bureaucrats, policemen, politicians and even military officers. Only one respondent in the rank of 'Assistant Professor' remained undecided over the issue.

HYPOTHESIS 1

H1: There is a significant relationship between designation and opinion on impact of teacher disciplinary trials upon students' performance

TABLE 7: DESIGNATION AND IMPACT OF TEACHER DISCIPLINARY TRIALS UPON STUDENTS' PERFORMANCE

Sl.No	Level of Impact	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Absolute Effect	19 (17)	17 (17)	15 (17)	51	68
2	Mild Effect	06 (5.6)	08 (5.6)	03 (5.6)	17	22.7
3	Undecided	- (0.3)	- (0.3)	01 (0.3)	01	1.3
4	No Effect	- (1.3)	- (1.3)	04 (1.3)	04	5.3
5	Absolutely No Effect	- (0.6)	- (0.6)	02 (0.6)	02	2.7
	Column Total	25	25	25	75	100

(Figures in brackets are Expected Frequencies fe)

Formula to calculate Chi-Square $(X^2) = \sum (fo-fe)^2/fe$

Where fo = Observed Frequency and fe = Expected Frequency in terms of Null Hypothesis

$$X^2 = (19-17)^2 / 17 + (17-17)^2 / 17 + (15-17)^2 / 17 + (6-5.6)^2 / 5.6 + (8-5.6)^2 / 5.6 + (3-5.6)^2 / 5.6 + (0-0.3)^2 / 0.3 + (0-0.3)^2 / 0.3 + (1-0.3)^2 / 0.3 + (0-1.3)^2 / 1.3 + (0-1.3)^2 / 1.3 + (4-1.3)^2 / 1.3 + (0-0.6)^2 / 0.6 + (0-0.6)^2 / 0.6 + (2-0.6)^2 / 0.6$$

$$= 0.235 + 0 + 0.235 + 0.028 + 1.028 + 1.207 + 0.3 + 0.3 + 1.63 + 1.3 + 1.3 + 5.607 + 0.6 + 0.6 + 3.267 = 18.937$$

Degrees of freedom of the X² distribution = df = (r-1) (c-1) = 8

With 8 degrees of freedom and at 0.01 level of significance the table value of X² is 20.09 which is larger than the observed value of X² = 18.937. Hence the null hypothesis is accepted and research hypothesis rejected. Thus, there is no significant relationship between designation and opinion on impact of teacher disciplinary trials upon students' performance

HYPOTHESIS 2

H1: There is a significant relationship between designation and level of satisfaction in respect of disciplinary procedures adopted by the institutional authorities

TABLE 8: DESIGNATION AND LEVEL OF SATISFACTION WITH RESPECT TO DISCIPLINARY PROCEDURES

Sl. No	Level of Satisfaction	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professors	Associate Professors	Assistant Professors		
1	Highly Satisfied	20 (20)	19 (20)	21 (20)	60	80
2	Satisfied	05 (3.7)	02 (3.7)	04 (3.7)	11	14.7
3	Undecided	-	-	-	-	-
4	Dissatisfied	- (1.3)	04 (1.3)	- (1.3)	04	5.3
5	Highly Dissatisfied	-	-	-	-	-
	Column Total	25	25	25	75	100

(Figures in bracket are Expected Frequencies fe)

$$Chi - Square (X^2) = (20-20)^2 / 20 + (19-20)^2 / 20 + (21-20)^2 / 20 + (0.5-3.7)^2 / 3.7 + (2-3.7)^2 / 3.7 + (4-3.7)^2 / 3.7 + (0-1.3)^2 / 1.3 + (4-1.3)^2 / 1.3 + (0-1.3)^2 / 1.3 = 0.05 + 0.05 + 0.456 + 0.781 + 0.024 + 1.3 + 5.607 + 1.3 = 9.568$$

Degrees of freedom of the X² distribution (df) = 8

With 8 degrees of freedom and at 0.01 level of significance the table value of X² is 20.09 which is much larger than the observed value of X² = 9.568. Hence the null hypothesis is accepted and the research hypothesis rejected. Thus, there is no significant relationship between designation and level of satisfaction with respect to disciplinary procedures adopted by the institutional authorities.

HYPOTHESIS 3

H1: There is a significant relationship between designation and level of satisfaction with respect to correctional actions against the disorderly educators

TABLE 9: DESIGNATION AND LEVEL OF SATISFACTION WITH RESPECT TO CORRECTIONAL ACTIONS

Sl. No	Level of Satisfaction	Cadre – Wise Number of Respondents			Row Total	Overall Percentage
		Professor	Associate Professor	Assistant Professor		
1	Highly Satisfied	22 (21)	20 (21)	21 (21)	63	84
2	Satisfied	03 (1)	- (1)	- (1)	03	04
3	Undecided	- (0.6)	- (0.6)	02 (0.6)	02	2.7
4	Dissatisfied	- (2.3)	05 (2.3)	02 (2.3)	07	9.3
5	Highly Dissatisfied	-	-	-	-	-
	Column Total	25	25	25	75	100

(Figures in brackets are Expected Frequencies fe)

Chi – Square (X^2) = $(22-21)^2 / 21 + (20-21)^2 / 21 + (21-21)^2 / 21 + (3-1)^2 / 1 + (0-1)^2 / 1 + (0-1)^2 / 1 + (0-0.6)^2 / 0.6 + (0-0.6)^2 / 0.6 + (2-0.6)^2 / 0.6 + (0-2.3)^2 / 2.3 + (5-2.3)^2 / 2.3 + (2-2.3)^2 / 2.3$

= 0.0476 + 0.0476 + 4 + 1 + 1 + 0.6 + 0.6 + 3.27 + 2.3 + 3.169 + 0.0391 = **16.0733**

With 8 degrees of freedom and at 0.01 significance level the table value of X^2 is **20.09** which is larger than the observed value **16.0733**. Therefore, the **null hypothesis is accepted and the research hypothesis rejected**. Thus, **there is no significant relationship between designation and level of satisfaction with respect to correctional actions against disorderly educators of the institution**

TABLE 10: CORRECTIONAL ACTIONS AGAINST INDISCIPLINE ACADEMIC STAFF

Sl. No	Educators – Cadre / Rank	General Suggestions
1	Professors	Warning, Reprimanding and Counseling
2	Associate Professors	Written Warning, Issuing Memo, Oral Reprimand, Counseling and Withholding Increments
3	Assistant Professors	Reprimand after thorough Enquiry and Counseling

Source: Primary Data Collected for Investigation

RESULTS AND DISCUSSION

The following are the findings of the study:

- All the educators in the rank of 'Professor' (100 percent) expressed affirmative answers (agreement) on the proposition that discipline habits of the educators will have a definite impact upon the students behavior
- Respondent – Educators in the rank of 'Professor' also expressed affirmative response (76 percent) on the proposition that the trials of disorderly educators will have a definite impact upon students' performance. However, 24 percent of educators in the rank of 'Assistant Professor' advocated for the proposition that there would be no impact of trials or enquiry on disorderly academics upon the students' performance. This clearly shows that there were perception variations among and within the academics themselves. Nevertheless, it should be comprehended that disciplinary trials will definitely impact students' regular activities and performance as 68 percent (majority) of the respondent – educators perceived in the same direction.
- With respect to disciplinary procedures adopted by the institutional authorities, 84 percent of 'Assistant Professors' were satisfied. The overall satisfaction level was 80 percent on the proposition. This shows that the institution is in the process of adopting good procedures in discipline management. However, 16 percent of the respondents in the cadre of 'Associate Professor' were dissatisfied with the disciplinary procedures; which was about 5.3 percent of all respondent - educators. It is necessary that the dissatisfied educators' grievances are to be addressed properly.
- Approximately, 70 percent of educators were highly satisfied in respect of grievance redressal mechanism of the institution. It is astonishing to note that all the educators in the cadre of 'Professor' (100 percent) expressed satisfaction in respect of grievance redressal mechanism. Therefore, the investigation makes clear that the institutional grievance redressal mechanism stands effective to the level expected by the stakeholders especially, the academics.
- Nearly, 85 percent of the respondent – educators expressed their satisfaction in respect of correctional actions initiated against the wrongdoing academic staff of the institution. Here again, the institution reveals its reputation being strict and regulations oriented while handling disciplinary issues among the academic personnel. Through this study, it is surprising to note that not even one respondent was dissatisfied over the issues related to corrective actions against the irregular and disorderly academic staff.
- 72 percent (majority) of the educators strongly agreed and favored to the proposition that educators are role models for students and the society. Among the respondents, the highest percentage agreeing to the proposition emerged from 'Professors' (100 percent) and the lowest emerged from 'Assistant Professors' comprising 84 percent. All the respondents who have disagreed were in the rank of 'Assistant Professor', wherein they believed that the role models for the students and society can be other than academics such as *actors, agriculturists, attorneys, policemen, politicians, businessmen, executives, bureaucrats and even military officers*. Only one respondent in the rank of 'Assistant Professor' remained undecided over the issue.

SUGGESTIONS

The following suggestions might be helpful in efficient and effective discipline management practices to the educators and administrators of the institution:

- The entry – level 'Assistant Professors' and 'Lecturers' are to be informed on disciplinary standing orders of the institution regularly by way of arranging special meetings and holding discussions.
- 360 degree performance appraisal and discipline assessment shall be performed and suspension or even dismissal shall be adopted as the last resort and should only be decided on the basis of a three member enquiry committee to be constituted by the Registrar or the Vice-Chancellor of the institution on discipline conditions and regulations assessment of academic and non-academic staff based on existing disciplinary regulations and laws of UGC.
- Dismissal or discharge shall be instituted only where the staff committed a grave disorderly act in the institution.
- By and large, circulars on disciplinary regulations and affairs shall be circulated to all the departments and proper standing orders on discipline and grievance management properly installed.
- Increments shall be withheld for a major discipline code violation on the part of educators. However, any decision should be taken based on the reports of the special enquiry committee constituted for the purpose.
- The Registrar or the Vice-Chancellor shall collect feedback on performance of the educators from senior and subordinate academics including scientists and researchers of the institution, administrative officers, and the students to assess their regular discipline practices and provide necessary advice whenever necessary.
- A university court of inquisition (UCI) shall be formulated if not a separate committee / panel against the unruly educators. It is very important that thorough enquiry should be carried out by senior academicians above the rank and cadre of 'Associate Professors' of the institution, where there exists violation of disciplinary codes among junior or entry level educators.
- Another method shall be that senior educators might continuously monitor the activities of the junior staff and send their report on performance and discipline to the head of the university on regular basis. Regulations pertaining to the same shall be incorporated and enacted by the institutional head.
- It is essential that counseling should be provided to the entry level 'Lecturers' or 'Assistant Professors' by senior academics on various issues of the institution including disciplinary rules and regulations.
- In addition to this, general awareness shall be instituted on performance appraisal and disciplinary regulations through organizing workshops and seminars.

CONCLUSION

The management of discipline in institutions of higher learning has become an important issue since; these institutions are not only growing by reputation but also in sizes. There has to be an effective and efficient discipline management system not only to discipline the academic staff including educators, scientists, research staff and researchers but also the non-teaching staff and the students.

Without stressing on discipline, the purpose of education will be of no use and applicability. This case study has highlighted and elicited perception based answers only from the academic people and has thus revealed the original state of affairs in the management and practice of discipline. Universities, being knowledge powerhouses should strive to achieve and correlate discipline based education in order to make help the country and its people proud. Thus, universities have to shoulder greater responsibilities in the creation of better and qualified citizens, who in turn might teach the younger generation to adhere to disciplinary practices in all their endeavors to succeed and to make others succeed too. In this context, the regulations of UGC and the Government of India

should be strictly adhered in letter and spirit in all higher educational institutions in order to check and encounter the problem related to indiscipline, corruption and malpractices by various stakeholders including the academicians.

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