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DISCIPLINE AND EMPLOYEES JOB SATISFACTION IN AKWA IBOM STATE UNIVERSITY

^{1*}Akpan, Inemesit Michael, ²Sunday Effiong Ibanga, ³Atakpa, Ofonmbuk Etido

*Correspondence: Akpan, Inemesit Michael

***Detailed author information and related declarations are provided in the final section of this article.*

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ABSTRACT

This study examines the impact of discipline on organizational performance at Akwa Ibom State University, focusing specifically on adherence to institutional regulations, staff punctuality, ethical behaviour, and employee commitment. The research addresses concerns regarding the decline in institutional performance, which has been linked to weakened disciplinary practices, ultimately affecting efficiency and productivity. Drawing on Travis Hirschi's Social Control Theory (1969) and the Theory of Organizational Behavior, the study explores how discipline influences organizational success. A survey research design was adopted, targeting a population of 1,049 staff members, including both academic and non-academic personnel. Using Taro Yamene's formula, a sample size of 290 was calculated. Data were collected through structured questionnaires using a four-point Likert scale and analyzed with SPSS version 24. The findings revealed a significant positive correlation between adherence to institutional rules and university performance ($r = 0.815$, $p < 0.01$). Similarly, staff punctuality and attendance were found to have a substantial impact on performance ($r = 0.948$, $p < 0.01$). Ethical conduct was also identified as a significant factor influencing performance ($r = 0.861$, $p < 0.05$), while employee commitment showed a strong relationship with organizational success ($r = 0.735$, $p < 0.05$). Based on these findings, the study recommends stricter enforcement of institutional policies, enhanced monitoring of staff punctuality, the introduction of ethics training programs, and initiatives aimed at strengthening employee commitment. These measures are expected to improve organizational efficiency and academic output. This research contributes to existing knowledge by providing empirical evidence that discipline is a critical driver of institutional effectiveness and offers valuable insights for university administrators in developing policies that foster a disciplined and high-performing work environment.

Keywords: Discipline, Institutional Rules, Staff Punctuality, Attendance, Professionalism, Organizational Performance, Employee Commitment, Academic Performance, Staff Productivity and Performance Metrics

Introduction

Discipline within an organizational context is crucial for achieving institutional goals, ensuring employee commitment, and fostering professionalism. It refers to adherence to established rules, regulations, and ethical standards that govern behavior in the workplace. Johnson and Peters (2021) highlight that a disciplined workforce contributes to a productive environment by minimizing misconduct and promoting collaboration among staff. Additionally, Adebayo and Okechukwu (2022) emphasize that employee performance largely depends on maintaining discipline, as it improves efficiency, consistency, and long-term sustainability. In general, discipline can be categorized into positive and negative forms. Positive discipline focuses on motivation and self-regulation, fostering voluntary compliance and engagement, while negative discipline enforces compliance through penalties. While both approaches aim to maintain order, positive discipline is often preferred due to its ability to improve morale and reduce resistance (Anderson & Lee, 2020).

The importance of discipline extends beyond just maintaining order; it enhances employee performance in the workplace. Disciplined employees are more likely to meet deadlines, achieve performance targets, and take responsibility for their actions. Furthermore, discipline contributes to a harmonious work environment by reducing conflicts and enhancing the organization's reputation (Ibrahim & Sule, 2021). Organizations measure discipline through various indicators, such as attendance, adherence to policies, and the frequency of disciplinary actions. Regular performance appraisals and structured feedback help management assess discipline levels and address areas that need improvement (Brown & Taylor, 2021). However, enforcing discipline presents challenges, such as inconsistent application, which may lead to perceptions of favoritism, and resistance from employees due to personal or cultural reasons (Williams & Chukwu, 2021). Additionally, overly rigid policies can demotivate employees and hinder creativity. Thus, finding a balance between enforcing discipline and maintaining a positive workplace culture is key to success.

The relationship between discipline and employee performance is direct and significant. A disciplined workforce aligns with organizational goals, resulting in improved employee performance (Okon & Smith, 2021). Conversely, poor discipline leads to inefficiencies, absenteeism, and decreased productivity. Institutions that prioritize discipline tend to experience more stable operations and sustained growth. To foster discipline, organizations adopt strategies

such as clear communication of policies, ethics training, and the establishment of disciplinary committees to handle infractions transparently (Adegbite & Nwosu, 2020). In higher education institutions like Akwa Ibom State University, maintaining discipline is essential for sustaining a productive academic and administrative environment. However, recurring issues such as absenteeism, non-adherence to policies, declining staff commitment, and ethical lapses have raised concerns about their impact on the university's overall performance. Weak enforcement of disciplinary measures and resistance from staff and students have exacerbated the issue. The university's performance, measured by academic output, staff efficiency, student satisfaction, and reputation, suffers when discipline is not upheld. Inconsistent monitoring and perceived bias in rule enforcement further hinder progress.

Despite existing studies on discipline in corporate and public institutions, there is a noticeable gap in research on its impact within Nigerian universities. Although studies by Okon and Smith (2021) and Ibrahim and Sule (2021) have explored employee discipline and productivity, and Adegbite and Nwosu (2020) have focused on public service frameworks, these studies overlook the unique dynamics of higher education institutions in Nigeria. This study aims to fill this gap by exploring the influence of discipline on employee performance at Akwa Ibom State University.

- i. To determine the extent to which adherence to institutional rules and regulations influences the overall employee performance at Akwa Ibom State University.
- ii. To evaluate the effect of staff punctuality and attendance on the university's operational and academic outcomes.
- iii. To examine how ethical behavior and professionalism among staff contribute to employee performance at the university.
- iv. To assess the relationship between employees' commitment to assigned responsibilities and the university's overall performance.

Research Hypotheses:

To facilitate empirical investigation, the study is anchored on the following null hypotheses:

- i. H₀₁: There is no significant effect of adherence to institutional rules and regulations on employee performance at Akwa Ibom State University.
- ii. H₀₂: Staff punctuality and attendance do not have a significant impact on employee performance at the university.

- iii. H₀₃: Ethical conduct and professionalism among staff do not significantly influence employee performance at the university.
- iv. H₀₄: Employees' commitment to their duties is not significantly related to employee performance at Akwa Ibom State University.

Review of Related Literature and Theoretical Framework

Review of Conceptual Literature

Conceptualizing Discipline

Discipline, at its core, refers to the alignment of individual or group behavior with established rules, norms, and ethical standards. It involves qualities such as self-regulation, accountability, and a continued commitment to shared goals. In organizational settings, particularly within academic institutions, discipline extends beyond mere punitive actions to cultivate a culture of responsible conduct and collective accountability. In this context, discipline serves as a foundational element for institutional growth and stability. It shapes behavior in ways that foster efficiency, boost productivity, and uphold professional integrity. As Williams and Chukwu (2021) note, discipline creates an environment of trust and mutual respect, which is crucial for the smooth functioning of teams and systems. When individuals adhere to disciplinary standards, they are more likely to act responsibly, meet institutional deadlines, and contribute positively to overall goals. Importantly, discipline should not be seen solely as a tool for correction. While enforcement remains necessary, it is equally important to focus on proactive strategies that instill values, set clear expectations, and promote behaviors aligned with the organization's vision. In educational settings, discipline is especially vital, as it directly impacts the academic environment and influences the effectiveness of teaching and learning. Adebite and Nwosu (2020) emphasize that fostering a disciplined culture in such settings protects academic standards and supports the institution in fulfilling its educational mission.

Organizational Discipline and its Practical Dimensions

Organizational discipline is best understood through observable behaviors and practices that reflect adherence to institutional norms. For the purpose of this study, discipline is assessed through key indicators such as punctuality, compliance with institutional policies, ethical behavior, and employee commitment. These elements are vital to the successful functioning of Akwa Ibom State University and provide measurable insight into the behavioral dynamics of its workforce.

a. Punctuality

Punctuality is a visible and measurable aspect of discipline, reflecting an individual's respect for time, responsibility, and the organizational processes that depend on timely participation. In academic institutions, punctuality goes beyond simply arriving on time; it signifies a commitment to the educational mission, respect for institutional schedules, and a readiness to engage in both professional and academic duties. For staff, punctuality influences the timely delivery of lectures, the completion of administrative responsibilities, and availability for student engagement. Among students, punctuality reflects a serious approach to academic work and consideration for both instructors and peers. As Okon and Smith (2021) note, a culture of punctuality improves institutional coordination, minimizes disruptions, and promotes a disciplined environment where activities run smoothly. By reinforcing punctuality, academic institutions can reduce operational delays, enhance productivity, and improve the overall learning experience. Punctuality thus plays a crucial role in evaluating how discipline influences organizational performance.

b. Adherence to Policies

Adherence to organizational policies is a core pillar of discipline in institutional settings. Policies serve as established standards that govern behavior and operational procedures, ensuring that all members of an organization meet shared expectations. These policies typically cover areas such as academic integrity, attendance, resource usage, workplace ethics, and interpersonal behavior. At Akwa Ibom State University, adherence to policies involves compliance from both academic and non-academic staff, as well as students, with the formal rules that regulate teaching, learning, administration, and community interaction. Adherence to institutional policies fosters operational consistency and fairness, ensuring that everyone is held to the same standard. Clear and enforceable policies enhance institutional stability by reducing ambiguity and limiting discretionary behaviors that could disrupt order. As Ibrahim and Sule (2021) observe, institutions that uphold strict adherence to well-defined policies tend to experience enhanced performance outcomes. These policies provide a structured framework for decision-making, clarify responsibilities, and minimize conflicts and infractions.

c. Ethical Behavior

Ethical behavior is the moral foundation that guides individual and collective actions within an organization. In academic institutions, ethical behavior is vital for fostering an environment of integrity, respect, and professionalism. It encompasses a range of practices from honesty in academic work and avoiding malpractice, to the fair treatment of colleagues and responsible management of resources. For university staff, ethical conduct includes modeling professionalism in interactions with students, peers, and external stakeholders. It involves upholding principles of fairness, transparency, and accountability. For students, ethical behavior manifests through academic honesty, such as refraining from cheating, plagiarism, and falsifying records. As Williams and Chukwu (2021) argue, an ethical workplace culture cultivates mutual trust and reduces friction within the organization. This type of environment promotes motivation not through the fear of punishment, but through internalized values aligned with institutional aspirations. Ultimately, ethical behavior enhances the university's reputation, encourages collaboration, and contributes to long-term success.

d. Commitment

Commitment refers to the degree to which individuals are emotionally and professionally invested in their organization's goals and responsibilities. It goes beyond meeting routine expectations and demonstrates a consistent willingness to contribute meaningfully to the success of the institution. Among staff at Akwa Ibom State University, commitment is seen in behaviors such as timely task execution, involvement in research, student mentorship, and participation in university development initiatives. For students, commitment is demonstrated through diligent studying, participation in academic forums, and active involvement in both curricular and co-curricular activities.

Adegbite and Nwosu (2020) suggest that high levels of organizational commitment result in increased productivity, innovation, and morale. Committed individuals are more likely to exhibit discipline in their roles, viewing their work as a meaningful contribution to a shared mission. This sense of ownership and responsibility ultimately propels the university toward achieving its strategic objectives.

2.1.3 Organizational Performance

Organizational performance refers to an institution's ability to achieve its goals effectively and efficiently, focusing on both tangible and intangible outcomes. For academic institutions like Akwa Ibom State University, performance includes factors such as academic achievements (teaching and research quality), staff and student engagement, and the broader impact on the community and

society (Adebayo & Oke, 2022). To fully understand organizational performance, it's important to recognize that it goes beyond just financial success or academic results. Effective performance also involves an institution's ability to adapt to changing environments, improve internal processes, and respond to the evolving needs of stakeholders. In higher education, performance measurement is crucial as it directly affects the quality of education and the learning environment. Igbokwe & Eze (2023) argue that performance thrives when there is alignment between an institution's goals and the actions of its faculty and students.

When evaluating organizational performance, both quantitative and qualitative factors must be considered. Quantitative indicators, such as academic output, graduation rates, and staff productivity, are easier to measure. However, qualitative factors like student satisfaction, institutional reputation, and community engagement are equally important in determining an institution's success. A holistic approach to performance measurement provides a more complete understanding of how discipline influences the university's overall achievements.

2.1.5 Dimensions of Employee Performance at Akwa Ibom State University: Key Dimensions

Employee performance is a multidimensional concept that encompasses various factors influencing the success and growth of an institution. In this study, Akwa Ibom State University's employee performance is evaluated across four key dimensions: academic output, staff productivity, student satisfaction, and institutional reputation. Each dimension plays a crucial role in shaping the overall performance of the institution and is influenced by the level of discipline within the university.

a. Academic Output

Academic output is an essential measure of an institution's success, particularly in higher education. It includes factors such as research publications, teaching effectiveness, and graduation rates. For Akwa Ibom State University, academic output reflects the performance of faculty and students in fulfilling their academic roles. Faculty members contribute through high-quality lectures, research, and mentorship, while students demonstrate their academic success through timely program completion and active participation. Alabi & Esu (2022) emphasize the direct link between academic output and the quality of teaching, faculty research, and the academic environment. Discipline in areas like punctuality, adherence to academic policies, and ethical behavior plays a critical role in boosting academic output by fostering a conducive environment for high academic standards and excellence.

b. Staff Productivity

Staff productivity is vital to the efficiency and effectiveness of university operations. It encompasses faculty members' ability to deliver quality lectures, conduct research, and mentor students, as well as the administrative staff's role in supporting the institution. Staff productivity is influenced by the work environment, leadership, and organizational discipline. When staff adhere to institutional policies, uphold ethical standards, and show commitment to their roles, productivity increases. A disciplined environment fosters accountability and efficiency, motivating staff to meet their responsibilities and enhance academic outcomes. Adebayo & Oke (2022) assert that staff productivity is a critical factor influencing both teaching quality and the efficiency of administrative functions, ultimately impacting the university's overall performance.

c. Student Satisfaction

Student satisfaction is a key aspect of employee performance in higher education institutions. It reflects how well the institution meets students' expectations regarding academic quality, campus resources, and overall educational experience. Satisfied students are more likely to perform well, persist in their studies, and contribute positively to the university's reputation. At Akwa Ibom State University, student satisfaction is directly linked to the quality of academic delivery, the availability of resources, and the responsiveness of faculty and administration. A disciplined academic atmosphere, where students adhere to regulations and faculty maintain punctuality and dedication to teaching, contributes to a positive learning experience. Igbokwe & Eze (2023) argue that a disciplined, well-managed academic environment enhances student satisfaction, which positively influences overall employee performance.

d. Institutional Reputation

Institutional reputation refers to how the university is perceived by the public and the academic community. A strong reputation is built on factors such as high-quality education, successful graduates, faculty research output, and societal contributions. Employee performance plays a central role in shaping institutional reputation. When university staff adhere to ethical standards and demonstrate professionalism, the institution's reputation improves. A disciplined approach to academic and administrative processes enhances the university's image both locally and internationally. Olayemi & Adebayo (2023) highlight that institutional reputation is developed over time through consistent policy application, ethical behavior, and the pursuit of academic excellence.

A strong reputation attracts high-quality students, faculty, and additional funding, positioning the institution as a leader in higher education.

Theoretical Framework

The theoretical framework forms the intellectual foundation for this study, providing a conceptual lens through which the relationship between discipline and organizational performance is explored. In the context of Akwa Ibom State University, two key theories Social Control Theory and the Theory of Organizational Behavior offer insights into how discipline influences institutional outcomes. These theories highlight the role of internalized norms and institutional structures in shaping individual and collective behavior, which ultimately impacts performance.

Social Control Theory by Travis Hirschi (1969)

Social Control Theory, developed by Travis Hirschi in 1969, explores how social structures and institutional relationships constrain deviant behavior and foster conformity. According to Hirschi, individuals are naturally inclined to pursue self-interest, but their impulses are restrained by strong social bonds to institutions such as family, school, and workplace. Hirschi identified four key elements of these bonds: attachment, commitment, involvement, and belief, which collectively regulate behavior and align it with societal norms.

For an academic institution like Akwa Ibom State University, Social Control Theory provides a useful framework for understanding how discipline is cultivated through institutional structures and norms. The university, through policies, codes of conduct, academic regulations, and ethical standards, serves as a socializing agent that encourages students and staff to internalize organizational values. These formal and informal control mechanisms regulate behavior, promote responsibility, and reduce deviance (Smith & Thompson, 2021). Discipline, viewed through the lens of Social Control Theory, reflects the strength of social bonds within the institution. When students and staff are well-integrated into the academic community demonstrating attachment to the institution, commitment to its goals, involvement in its activities, and belief in its values they are more likely to exhibit behaviors that enhance organizational performance. These behaviors include punctuality, academic integrity, ethical conduct, and active participation (Jones & Anderson, 2023).

However, when these social bonds weaken due to lax policy enforcement, ineffective leadership, or institutional disconnection disciplinary lapses are more likely. These lapses can result in diminished academic output, inefficiency, and increased student dissatisfaction. Brown & Cooper (2022) argue that ineffective disciplinary structures often correlate with lower levels of institutional performance,

as weak social controls lead to behavior misaligned with organizational goals. Therefore, applying Hirschi's theory to Akwa Ibom State University suggests that strong social control mechanisms, such as consistent rule enforcement, transparent disciplinary procedures, and ethical sensitization, are essential for cultivating a culture of accountability and excellence.

Theory of Organizational Behavior

The Theory of Organizational Behavior offers a multidisciplinary framework for understanding the interactions between individuals and groups within formal institutions, and how these interactions affect organizational performance. The theory, which draws from psychology, sociology, economics, and management science, examines behavioral elements such as motivation, leadership, group dynamics, and decision-making that influence an organization's effectiveness (Robbins & Judge, 2022). This theory emphasizes that individual and group behaviors significantly impact productivity and the achievement of institutional goals. In the context of Akwa Ibom State University, discipline is a critical behavioral norm that aligns individuals with the university's objectives. A disciplined staff and student body, exhibiting traits such as punctuality, responsibility, integrity, and commitment, contribute positively to institutional performance (Jones & Thompson, 2021).

Discipline influences key performance metrics such as academic quality, administrative efficiency, student satisfaction, and institutional reputation. When staff are motivated, ethically driven, and aligned with institutional values, the university is more likely to see improvements in teaching effectiveness, research output, and service delivery. Similarly, disciplined student behavior, reflected in academic diligence and compliance with institutional rules, fosters a positive learning environment that enhances student success and retention (Brown & Cooper, 2022). A central assertion of the Theory of Organizational Behavior is that organizational performance is a direct outcome of individual and collective behavior. This supports the study's focus on how discipline, both as an individual trait and as an institutional norm, impacts the effectiveness of Akwa Ibom State University. By reinforcing discipline through codes of conduct, performance appraisals, and academic policies, the university can guide behavior in ways that promote excellence across all domains (Robbins & Judge, 2022). Leadership plays a crucial role in shaping organizational behavior. Effective university leadership through deans, heads of departments, and administrative executives helps set behavioral standards and model the expected conduct. Leaders who clearly communicate expectations, reward compliant behavior, and enforce discipline consistently foster a culture that aligns with the university's vision and mission (Smith & Thompson, 2021).

Empirical Review

Numerous empirical studies have examined the relationship between discipline and organizational performance, particularly within Nigerian academic institutions. These studies have explored a variety of dimensions, including student and staff discipline, leadership behavior, and their effects on institutional outcomes. This review highlights key findings from the literature and identifies gaps that the current study aims to address. Okoro (2021) conducted a study titled "Discipline and its Influence on Organizational Performance in Nigerian Universities," which investigated the role of discipline among students and academic staff in shaping institutional performance. Using a survey research design, data were collected through questionnaires from 300 academic staff and 500 students across several universities. The study found that student discipline significantly improved academic achievement, while faculty discipline positively impacted research output and overall institutional success. However, the study did not explore the influence of leadership dynamics on the discipline-performance relationship, which presents a gap for further research.

Nwachukwu and Eze (2022) examined the link between organizational discipline and employee performance in the Nigerian public sector. Through a mixed-method approach, they conducted qualitative interviews with 50 senior staff and quantitative surveys with 200 employees. The study revealed that effective disciplinary systems strongly correlated with increased employee productivity, particularly regarding punctuality, adherence to policies, and task efficiency. However, the study did not address the influence of leadership styles on disciplinary systems, leaving an important area for future inquiry.

Uche (2023) focused on student behavior in his study, "Impact of Student Discipline on Academic Performance in Nigerian Universities." Using a cross-sectional survey of 400 students, Uche found a strong positive correlation between disciplined behaviors, such as class attendance, timely assignment submission, and academic honesty, and improved academic performance. However, the study did not investigate faculty discipline and its influence on institutional outcomes, which limits the understanding of discipline's role across the entire academic environment. Aliyu and Usman (2022) explored leadership influence in "Effect of Leadership Discipline on Organizational Performance in Nigerian Educational Institutions." Their study, using a quantitative approach with data collected from 150 academic leaders and 350 students, found that leadership characterized by consistency, accountability, and transparency significantly enhanced teaching quality, staff motivation, and student satisfaction. However, the study did not analyze the moderating role of

organizational culture in the discipline-performance relationship, which warrants further investigation.

Bello and Ahmed (2023), in their study "The Role of Organizational Discipline in Enhancing Employee Performance in Nigerian Universities," used a descriptive research design and collected data from 250 faculty members. They found that well-enforced disciplinary policies improved work commitment and efficiency among staff. However, the research did not examine how student discipline affects faculty performance, creating another gap in the literature. Johnson and Okafor (2024) conducted a sector-wide study titled "The Impact of Employee Discipline on Organizational Performance in Nigerian Banks." Using a quantitative approach with 300 respondents from five major banks, they found that adherence to work schedules, policy compliance, and responsible behavior positively influenced organizational performance. Yet, the study did not consider how organizational culture mediates the relationship between discipline and performance, suggesting an area for future research.

Williams and Adebayo (2023) investigated student discipline and academic outcomes in "Discipline and Student Performance in Nigerian Higher Education Institutions." Survey data from 500 students showed that disciplined academic practices, including attendance, deadline compliance, and time management, positively influenced academic performance. However, faculty discipline, particularly in teaching standards and professionalism, was not addressed, indicating a potential gap. Abubakar and Sani (2022) studied leadership behavior in "The Role of Leadership Discipline in Organizational Performance: A Case Study of Nigerian Polytechnics." Their research, using surveys and interviews with 250 staff and 100 students, revealed that disciplined leadership enhanced staff motivation, academic standards, and student satisfaction. However, the study did not consider the external influences of government regulations and societal pressures on organizational discipline, pointing to another area for exploration.

Summary of Gaps

The reviewed studies highlight a strong link between discipline and organizational performance but reveal key gaps. These include limited exploration of leadership styles and their impact on discipline, insufficient focus on faculty discipline's influence on student outcomes, neglect of organizational culture's role in disciplinary practices, and the lack of consideration for external factors like policy and societal expectations. This study aims to address these gaps by examining discipline holistically across students, faculty, and leadership, while also considering the influence of organizational culture at Akwa Ibom State University.

Research Methodology

This study employed a survey research design to explore the impact of discipline on organizational performance at Akwa Ibom State University (AKSU). A structured questionnaire was used to collect quantitative data from various stakeholders, including staff, students, and university leadership, allowing for an objective assessment of their views on discipline and performance. The target population included all 1,049 staff members, both teaching and non-teaching, from different faculties and administrative units. Using the Taro Yamane formula, a sample size of 290 respondents was calculated, ensuring statistical representativeness. Stratified random sampling was applied to ensure diverse categories within the staff were adequately represented. Data were gathered using a structured questionnaire with a four-point Likert scale to measure perceptions of discipline and organizational performance. Primary data were collected directly from respondents, ensuring fresh, firsthand information. The data were analyzed using SPSS version 24, with descriptive statistics summarizing the data and inferential statistics, including correlation and regression analysis, testing the study’s hypotheses and exploring the relationship between discipline and organizational performance.

Testing of Research Hypothesis

A total of 290 questionnaires were distributed to staff members of Akwa Ibom State University (AKSU). Out of these, 260 were completed and returned, representing an **89.7% response rate**. The returned questionnaires were deemed valid for statistical analysis using SPSS version 24.

Testing Hypothesis One

H₀₁: Adherence to institutional rules and regulations has no significant effect on the overall Employee’s performance of Akwa Ibom State University.

H₁₁: Adherence to institutional rules and regulations has a significant effect on the overall Employee’s performance of Akwa Ibom State University.

Table 4.10: Correlation Result

	PERFORMANCE	ADHERENCE TO INSTITUTIONAL RULES
Pearson Correlation	1.000	0.815
Sig. (2-tailed)	—	.000
N	260	260

Interpretation:

The analysis shows a strong positive correlation ($r = 0.815$, $p = 0.000$) between adherence to institutional rules and the university’s performance. Since the p-value is less than 0.05, the null hypothesis is rejected. This implies that **adherence to institutional rules and regulations significantly enhance performance** at Akwa Ibom State University.

Testing Hypothesis Two

H₀₂: Staff punctuality and attendance do not significantly impacted on Employee’s Performance in Akwa Ibom State University.

H₁₂: Staff punctuality and attendance has significantly impacted on Employee’s Performance in Akwa Ibom State University.

Table 4.11: Correlation Result

	PERFORMANCE	STAFF PUNCTUALITY
Pearson Correlation	1.000	0.948
Sig. (2-tailed)	—	.000
N	260	260

Interpretation:

A very strong positive correlation ($r = 0.948$, $p = 0.000$) was found between staff punctuality/attendance and university performance. Given that the p-value is below 0.05, the null hypothesis is rejected. This confirms that **punctuality and attendance significantly contribute to improved employee’s performance in Akwa Ibom State University.**

Testing Hypothesis Three

H₀₃: Ethical conduct and professionalism among staff have no significant influence on the employee’s performance of the university.

H₁₃: Ethical conduct and professionalism among staff have a significant influence on the employee’s performance of the university.

Table 4.12: Correlation Result

	PERFORMANCE	ETHICAL CONDUCT AND PROFESSIONALISM
Pearson Correlation	1.000	0.861
Sig. (2-tailed)	—	.000
N	260	260

Interpretation:

There is a strong positive correlation ($r = 0.861, p = 0.000$) between ethical conduct/professionalism and organizational performance. As the p-value is less than 0.05, the null hypothesis is rejected. This confirms that **ethical behavior and professionalism among staff significantly influence the university’s overall performance.**

Testing Hypothesis Four

H₀₄: Employees' commitment to duties does not significantly relate to the organizational performance of Akwa Ibom State University.

H₁₄: Employees' commitment to duties significantly relates to the organizational performance of Akwa Ibom State University.

Table 4.13: Correlation Result

	PERFORMANCE	COMMITMENT TO DUTIES
Pearson Correlation	1.000	0.887
Sig. (2-tailed)	—	.000
N	260	260

Interpretation:

The correlation coefficient ($r = 0.887, p = 0.000$) indicates a strong positive relationship between employees' commitment to duties and organizational performance. With a p-value below the 0.05 threshold, the null hypothesis is rejected. It is therefore concluded that **employee commitment significantly contributes to the performance of the university.**

Discussion of Findings

The results for Hypothesis One indicate a strong positive correlation ($r = 0.815, p = 0.000$) between adherence to institutional rules and overall performance at Akwa Ibom State University (AKSU). This suggests that compliance with institutional rules significantly contributes to enhanced university performance. This finding aligns with Olamide and Sulaimon (2022), who observed that institutional discipline, through clear rules and structured frameworks, drives better employee’s performance. Similarly, Oladejo et al. (2021) highlighted that rule adherence boosts operational efficiency and productivity in academic settings. However, Yusuf et al. (2020) proposed that the impact of rules might be limited in environments that lack sufficient resources or a supportive work culture. Despite these differing views, this study reaffirms that at AKSU, adherence to institutional rules is a key driver of higher performance, emphasizing the importance of consistent rule enforcement and alignment with organizational standards.

Hypothesis Two shows a very strong positive correlation ($r = 0.948, p = 0.000$) between staff punctuality/attendance and the university’s staff overall performance, suggesting that regular and timely attendance significantly contributes to both academic and administrative efficiency. This

finding supports Adebayo and Ibrahim (2021), who identified punctuality as essential for improving productivity and institutional effectiveness. Ajibola and Olatunji (2023) also found that consistent attendance boosts service delivery and supports institutional goals. However, Nwankwo et al. (2020) argued that while punctuality is important, other factors like instructional quality or infrastructure may play a more critical role. Nevertheless, the exceptional correlation in this study highlights the importance of punctuality and attendance at AKSU, stressing the need for stricter attendance monitoring systems and incentives to encourage timeliness.

Hypothesis Three reveals a strong positive correlation ($r = 0.861$, $p = 0.000$) between ethical conduct/professionalism and employee's performance at AKSU, indicating that ethical behavior and professionalism significantly influence the university's staff outcomes. Udo and Ekpo (2021) supported this, asserting that professionalism ensures academic consistency and enhances institutional reputation. Eze and Johnson (2022) also emphasized that values like integrity and transparency foster a culture of accountability and trust, which are essential for high-performing organizations. However, Okorie et al. (2021) noted that the absence of adequate institutional support could weaken the impact of ethics and professionalism. Despite this, the findings from this study show that at AKSU, upholding ethical standards and professionalism plays a crucial role in organizational success, suggesting that continuous ethics training and staff orientation programs are essential for maintaining high performance.

For Hypothesis Four, the correlation result ($r = 0.735$, $p = 0.000$) indicates that staff commitment to duties significantly enhances the employee's performance of AKSU. This relationship suggests that higher staff commitment directly boosts institutional productivity and helps achieve strategic objectives. This finding is consistent with Adeyemi and Owolabi (2021), who argued that committed staff are more motivated and proactive, promoting institutional growth. Similarly, Ojo and Akintoye (2022) noted that committed employees are typically more innovative, reliable, and aligned with organizational goals. However, Okpala et al. (2020) suggested that employee commitment may be less impactful without managerial support and favorable working conditions. Despite this, this study concludes that at AKSU, staff dedication plays a critical role in strengthening both academic and administrative performance, urging institutions to cultivate a supportive environment that values and rewards commitment.

Conclusion

The study underscores the significant role that discipline plays in enhancing employee's performance at Akwa Ibom State University (AKSU). The findings consistently highlight that adherence to institutional rules, staff punctuality and attendance, ethical conduct, professionalism, and staff commitment are all strongly correlated with improved academic and administrative performance. The positive relationships observed between these variables and performance outcomes support the notion that a disciplined environment is essential for achieving organizational objectives, fostering a culture of accountability, and ensuring the effective delivery of educational services.

The study's results align with existing literature that emphasizes the importance of discipline in both academic and non-academic settings. However, it also highlights certain gaps in the literature, particularly the need for further exploration of leadership dynamics, organizational culture, and

external factors influencing the discipline-performance relationship. By addressing these gaps, future research could provide a more comprehensive understanding of how various components of discipline interact to shape institutional outcomes in higher education. The implications of this study for AKSU and similar academic institutions are clear. To further enhance performance, it is critical for the university to continue fostering a disciplined environment through the consistent enforcement of rules, encouraging punctuality and ethical conduct, and promoting staff commitment to institutional goals. Furthermore, the establishment of structured systems for monitoring and reinforcing discipline will help ensure that both academic and administrative units function at their optimal capacity.

Recommendations

Based on the findings, the following recommendations are proposed:

Based on the objectives of this study, the following recommendations are made to enhance organizational performance at Akwa Ibom State University:

i. Strengthen Adherence to Institutional Rules and Regulations

To ensure that institutional rules and regulations are followed more rigorously, the university should implement regular awareness campaigns and training sessions for staff members on the importance of compliance. Additionally, the university should establish clear, transparent, and consistent disciplinary measures for non-compliance to encourage staff to adhere to regulations. Monitoring systems should be put in place to track adherence and ensure that corrective actions are taken where necessary.

ii. Enhance Staff Punctuality and Attendance

Improving staff punctuality and attendance can significantly enhance both operational and academic outcomes. The university should introduce an automated attendance system, ensuring accurate tracking of staff presence. To further motivate staff, it could implement an incentive system for good attendance and punctuality, such as recognition or rewards for consistently punctual staff. Additionally, addressing underlying causes of absenteeism, such as job satisfaction or personal issues, through counseling and support programs could improve overall attendance rates.

iii. Promote Ethical Behavior and Professionalism

To foster ethical behavior and professionalism, the university should develop and enforce a comprehensive code of conduct that clearly outlines the expected ethical standards for all staff members. Workshops and training programs on ethical behavior, integrity, and professionalism should be mandatory. The university could also establish an ethics committee to monitor and address ethical issues, ensuring accountability. Promoting a culture of integrity would enhance the overall organizational performance by ensuring that staff maintain high standards of professionalism in all their dealings.

iv. Strengthen Employee Commitment to Responsibilities

Encouraging employee commitment is crucial for achieving optimal performance. The university should focus on creating a supportive and engaging work environment that promotes staff motivation and satisfaction. This could include offering professional development opportunities, promoting work-life balance, and fostering a sense of ownership and pride in the university's mission. Regular performance appraisals should be conducted to ensure that employees are meeting their responsibilities, and constructive feedback should be provided to enhance commitment levels. Additionally, fostering a culture of shared goals and values will help align employees' personal goals with the university's objectives.

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Author details

^{1*}Akpan, Inemesit Michael, ²Sunday Effiong Ibanga, ³Atakpa, Ofonmbuk Etido

^{1,2,3}, Department of Public Administration Akwa Ibom State University, Obio Akpa Campus, Oruk Anam L.G.A, Akwa Ibom State, Nigeria.

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