

IMPROVING AND ACCELERATING THE DISCIPLINARY
MANAGEMENT PROCESS SYSTEM OF JABATAN PENDIDIKAN
NEGERI JOHOR

AIDIL HASINAH BINTI ABU BAKAR

UNIVERSITI TEKNOLOGI MALAYSIA

IMPROVING AND ACCELERATING THE DISCIPLINARY
MANAGEMENT PROCESS SYSTEM OF JABATAN PENDIDIKAN
NEGERI JOHOR

AIDIL HASINAH BINTI ABU BAKAR

A thesis submitted in fulfilment of the
requirements for the award of the degree of
Master of Business Administration (Strategic Management)

Azman Hashim International Business School
Universiti Teknologi Malaysia

FEBRUARY 2022

DEDICATION

This thesis is entirely devoted to my beloved parents, Abu Bakar and Fatimah, as well as my beloved sister, Sarah who have been my source of inspiration and taught me giving up is never a choice. To beloved husband Shahidan, thank you for your understanding, sacrifices and support.

To my wonderful daughters Dhiya and Damia, know learning has no limits. I pray you'll always search for knowledge for the sake of Allah SWT.

All praises are due to Allah SWT, thank you for the guidance, strength, power of mind, protection and skills.

ACKNOWLEDGEMENT

First and foremost, praise and appreciation to Allah SWT, the Almighty, for His showers of blessings during my research endeavour, which enabled me to successfully complete the research.

I would like to convey my heartfelt appreciation to Dr. Ong Choon Hee, my thesis supervisor, for providing invaluable guidance, encouragement, and criticism throughout this research.

I am eternally grateful to my parents and sisters for their love, dedication, compassion, and sacrifices in educating and preparing me for the future. I am extremely grateful to my husband and daughters for their love, understanding, prayers, and ongoing support in completing this research.

My special thanks and gratitude go to my colleagues and superiors at Kementerian Pendidikan Malaysia and Jabatan Pendidikan Negeri Johor for their assistance and contributions to the research. I am also extending my thanks to my wonderful postgraduate friends, who are always willing to provide a helping hand when I need it.

Lastly, I'd like to express my thankfulness to everyone who assisted me complete the research work, whether directly or indirectly.

ABSTRACT

This research paper presents a case study of a government organization on how to improve and accelerate its disciplinary management process system. Every year, the overall processing time of disciplinary cases grows every year, leading a delay in the process and actions within the organization. The goal of the research is to identify the causes and problems that cause delays in the process and actions of disciplinary cases in the government organization, as well as ways to improve and expedite the present process of the disciplinary management process system inside that organization. Using the Scientific Management Theory as a model of intervention, this study will focus on techniques that can be implemented to ensure that disciplinary matters are completed in a timely approach. The purpose is to identify the most effective interventions for improving and accelerating the entire disciplinary management process system. The recommended interventions were designed to assess the success of the identified methodologies in improving and expediting the organization's disciplinary management process system. This study also provides critical information and examines how interventions plans for the government organization under study are implemented, as well as setting a benchmark for other similar government organizations in the same industry to implement better interventions in managing their disciplinary process.

ABSTRAK

Kertas penyelidikan ini menyajikan kajian kes mengenai bagaimana organisasi kerajaan dapat memperbaiki dan mempercepat sistem proses pengurusan disiplinnya. Setiap tahun, tempoh masa pemprosesan keseluruhan kes disiplin meningkat dari tahun ke tahun, menyebabkan kelewatan proses dan tindakan dalam organisasi. Tujuan penyelidikan adalah untuk mengenalpasti punca dan masalah yang menyebabkan kelewatan proses pengurusan dan tindakan kes disiplin dalam organisasi, serta cara untuk memperbaiki dan mempercepat proses sistem pengurusan disiplin sedia ada di dalam organisasi tersebut. Dengan menggunakan “*Scientific Management*” teori sebagai model intervensi, kajian ini akan memberi tumpuan kepada teknik yang dapat dilaksanakan untuk memastikan proses disiplin diselesaikan tepat pada masanya. Objektif kajian adalah untuk mengenal pasti intervensi yang paling berkesan untuk memperbaiki dan mempercepat keseluruhan sistem proses pengurusan disiplin. Intervensi yang disyorkan dirancang untuk menilai keberhasilan metodologi yang dikenalpasti dalam memperbaiki dan mempercepat sistem proses pengurusan disiplin organisasi. Kajian ini juga memberikan maklumat kritikal dan mengkaji bagaimana rancangan intervensi untuk organisasi kerajaan yang sedang dikaji dilaksanakan, dan juga menetapkan penanda aras untuk organisasi kerajaan lain yang serupa dalam industri yang sama untuk melaksanakan intervensi yang lebih baik dalam menguruskan proses disiplin masing-masing.

TABLE OF CONTENTS

	TITLE	PAGE
	DECLARATION.....	ii
	DEDICATION.....	iii
	ACKNOWLEDGEMENT.....	iv
	ABSTRACT.....	v
	ABSTRAK.....	vi
	TABLE OF CONTENTS.....	viii
	LIST OF TABLES.....	xii
	LIST OF FIGURES.....	xv
	LIST OF ABBREVIATIONS.....	xvi
	LIST OF APPENDICES.....	xvii
CHAPTER 1	INTRODUCTION	1
1.0	Introduction	1
1.1	Background of The Study	1
1.2	Problem Statement	3
1.3	Purpose of The Study	5
1.4	Research Objectives	5
1.5	Research Questions	5
1.6	Researchers Role	6
1.7	Research Ethics	6
1.8	Significant of Study	7
	1.8.1 Jabatan Pendidikan Negeri Johor	7
	1.8.2 Government of Malaysia	8
	1.8.3 Future researcher	8
1.9	Definition of Key Terms	8

CHAPTER 2	INDUSTRY AND PROBLEM DIAGNOSIS	10
2.0	Introduction	10
2.1	Relevant Theory and Models	10
2.1.1	Scientific Management Theory	10
2.1.2	Scientific Management Theory Model	11
2.1.3	Framework	13
2.1.4	Justification of using Scientific Management Theory for improving and accelerating the disciplinary management process system of Jabatan Pendidikan Negeri Johor	15
2.2	Previous and Contemporary Studies	16
2.3	Interventions Planned and Implication	18
2.4	Cycles of Action Research	20
2.5	Summary of The Chapter	22
2.6	Conclusion	23
CHAPTER 3	METHODOLOGY	24
3.0	Introduction	24
3.1	Philosophy of Research (Pragmatism)	24
3.2	Significant of Study	25
3.2.1	Time Horizon	27
3.2.2	Unit of Analysis	27
3.2.3	Degree of Involvement	27
3.2.4	Population and sampling	28
3.2.4.1	Sampling Framework	28
3.2.4.2	Sample Size	29
3.2.4.3	Type of Sampling	29
3.2.5	Data collection method (Mixed Method)	29
3.2.5.1	Qualitative (Interview Protocol)	30
3.2.5.2	Quantitative (Questionnaire and reporting)	31
3.2.5.3	Data collection	34

3.3	Validity	34
3.3.1	Content validity	34
3.3.1.1	Quality of Journal	35
3.3.1.2	Expert Opinion Analysis (EOA)	35
3.4	Reliability (Pilot Test)	36
3.5	Data Analysis Method	37
3.5.1	Descriptive Analysis	37
3.5.2	T-test	37
3.5.3	Coding	38
3.5.4	Data analysis tools and techniques	39
3.6	Summary of The Chapter	39
CHAPTER 4	CYCLE ONE DATA ANALYSIS	40
4.0	Introduction	40
4.1	Expert Opinion Analysis (EOA)	40
4.2	Qualitative Results	45
4.2.1	Qualitative Analysis	45
4.2.2	Cognitive Mapping and Thematic Coding	47
4.2.2.1	Cognitive Mapping	47
4.2.2.2	Thematic Coding	48
4.2.2.3	Discussion of Findings	49
4.3	Pilot Test	59
4.4	Quantitative Results	59
4.4.1	Demographic Analysis	60
4.4.1.1	Gender Composition	62
4.4.1.2	Age distribution	62
4.4.1.3	Level of education	62
4.4.1.4	Position/Grade	62
4.4.1.5	Name of Sector/Unit/PPD	63
4.4.1.6	Years of service in public sector	63
4.4.2	Descriptive Statistics	63

4.4.2.1	Detection of Missing Values	63
4.4.2.2	Detection of Outliers (Z Value)	64
4.4.2.3	Normality Test	66
4.4.2.4	Reliability Test	66
4.5	Discussion of Findings	67
4.5.1	Standard Operating Procedures	67
4.5.2	Delegation of Work and Responsibility	68
4.5.3	Training and Development	70
4.5.4	Mutual Cooperation	71
CHAPTER 5	REFLECTION CYCLE ONE	73
5.0	Introduction	73
5.1	Reporting the AR1 (Cycle One) Findings	73
5.1.1.	Objective 1	73
5.1.1.1	Standard Operating Procedures	74
5.1.1.2	Delegation of Work and Responsibility	74
5.1.1.3	Training and Development	75
5.1.1.4	Mutual Cooperation	75
5.1.2.	Objective 2	76
5.1.3.	Objective 3	76
5.1.3.1	Standard Operating Procedures	77
5.1.3.2	Delegation of Work and Responsibility	77
5.1.3.3	Training and Development	78
5.1.3.4	Mutual Cooperation	78
5.2	Reflection on AR Process	79
5.2.1	Planning	80
5.2.2	Implementing	80
5.2.3	Observing	80
5.2.4	Reflecting	81
5.3	Conclusion	82
5.4	Revised Action Plan for Action Research 2	82

CHAPTER 6	CYCLE TWO DATA ANALYSIS	84
6.0	Introduction	84
6.1	Reporting the AR2 Findings	84
6.1.1	Objective 1	86
6.1.2	Objective 2	87
6.1.3	Objective 3	87
6.2	T-Test Analysis	88
6.2.1	Standard Operating Procedures	88
6.2.2	Delegation of Work and Responsibility	89
6.2.3	Training and Development	91
6.2.4	Mutual Cooperation	92
6.3	Reflection on AR Process	93
6.3.1	Planning	94
6.3.2	Implementing	94
6.3.3	Observing	95
6.3.4	Reflecting	96
CHAPTER 7	CONCLUSION	97
7.1	Introduction	97
7.2	Reporting the AR2 Findings	97
7.3	Implication for Practice	98
7.4	Contribution to Theory	99
7.5	Limitations and Recommendations for Future Research	100
7.6	Conclusion	101
REFERENCES		102

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 1.1	Numbers of incomplete reports/queried reports received by <i>Sektor Integriti, JPNJ</i> updated November 2020 (<i>Sektor Integriti, JPNJ</i>)	4
Table 3.1	Sampling size of respondents from Sectors, Units and PPD under JPNJ (Author's own)	29
Table 3.2	Interview Protocol (Author's own)	31
Table 3.3	Instrument distribution of questionnaire pre and post intervention (Author's own)	32
Table 3.4	Questionnaires Protocol (Author's own)	32
Table 3.5	Data collection method (Author's own)	34
Table 3.6	Cronbach's Alpha Level of Reliability (Source: Habidin, Zubir, Fuzi, Latip, & Azman, 2015)	36
Table 4.1	List of Academician and Practitioners for Expert Opinion Analysis (EOA)	42
Table 4.2	Number of items before and after Expert Opinion Analysis (EOA)	42
Table 4.3	Revised Questionnaires Protocol after Expert Opinion Analysis (EOA).	43
Table 4.4	Demographics of interview's participant	45
Table 4.5	Cognitive Mapping	48
Table 4.6	Thematic Coding List	49
Table 4.7	Cronbach's Alpha Level of Reliability for Pilot Test	59
Table 4.8	Demographic Profile of Respondents (Cycle One)	60
Table 4.9	Detection of Missing Values (Cycle One)	64
Table 4.10	Table of Outliers Cycle One (Pre Intervention & Post Intervention)	65
Table 4.11	Table of Normality Test Value (Cycle One)	66
Table 4.12	Cronbach's Alpha Level of Reliability for Actual Study (Cycle One)	67
Table 4.13	Results of Paired Sample Statistics (Standard Operating Procedures)	67
Table 4.14	Results of Paired Sample Correlations (Standard Operating Procedures)	67
Table 4.15	Results of Paired Sample Test (Standard Operating Procedures)	68
Table 4.16	Results of Paired Sample Statistics (Delegation of Work and Responsibility)	69

Table 4.17	Results of Paired Sample Correlations (Delegation of Work and Responsibility)	69
Table 4.18	Results of Paired Sample Test (Delegation of Work and Responsibility)	69
Table 4.19	Results of Paired Sample Statistics (Training and Development)	70
Table 4.20	Results of Paired Sample Correlations (Training and Development)	70
Table 4.21	Results of Paired Sample Test (Training and Development)	70
Table 4.22	Results of Paired Sample Statistics (Mutual Cooperation)	71
Table 4.23	Results of Paired Sample Correlations (Mutual Cooperation)	71
Table 4.24	Results of Paired Sample Test (Mutual Cooperation)	72
Table 5.1	Numbers of queries before and after intervention by <i>Sektor Integriti, JPNJ</i> updated May 2021 (<i>Sektor Integriti, JPNJ</i>)	81
Table 5.2	Numbers of pending cases before and after intervention by <i>Sektor Integriti, JPNJ</i> updated May 2021 (<i>Sektor Integriti, JPNJ</i>)	81
Table 6.1	Comparison of numbers of queries before and after Cycle 1 and Cycle 2 intervention by <i>Sektor Integriti, JPNJ</i> updated 14 th January 2022 (<i>Sektor Integriti, JPNJ</i>)	85
Table 6.2	Comparison of numbers of pending cases before and after Cycle 1 and Cycle 2 intervention by <i>Sektor Integriti, JPNJ</i> updated 14 th January 2022 (<i>Sektor Integriti, JPNJ</i>)	85
Table 6.3	Comparison of processing time between Cycle 1 and Cycle 2 (Post Intervention) by <i>Sektor Integriti, JPNJ</i> updated 14 th January 2022 (<i>Sektor Integriti, JPNJ</i>)	85
Table 6.4	Comparison between AR1 and AR2 Post Intervention (Mean)	88
Table 6.5	Results of Paired Sample Statistics (Standard Operating Procedures)	88
Table 6.6	Results of Paired Sample Correlations (Standard Operating Procedures)	88
Table 6.7	Results of Paired Sample Test (Standard Operating Procedures)	89
Table 6.8	Results of Paired Sample Statistics (Delegation of Work and Responsibility)	90
Table 6.9	Results of Paired Sample Correlations (Delegation of Work and Responsibility)	90
Table 6.10	Results of Paired Sample Test (Delegation of Work and Responsibility)	90

Table 6.11	Results of Paired Sample Statistics (Training and Development)	91
Table 6.12	Results of Paired Sample Correlations (Training and Development)	91
Table 6.13	Results of Paired Sample Test (Training and Development)	91
Table 6.14	Results of Paired Sample Statistics (Mutual Cooperation)	92
Table 6.15	Results of Paired Sample Correlations (Mutual Cooperation)	92
Table 6.16	Results of Paired Sample Test (Mutual Cooperation)	92

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
Figure 2.1	Description of four (4) principles in the Scientific Management Theory Model (Taylor 2004)	11
Figure 2.2	Relationship of the dependant variable and independent variables (Author's own)	13
Figure 2.3	The Process of the Intervention Plan of <i>Jabatan Pendidikan Negeri Johor</i> (Author's own)	18
Figure 2.4	Overview of The Action Research Process (McNiff, J.,2013)	20
Figure 3.1	The Research Onion Diagram (Saunders 2007)	24
Figure 5.1	Action Research 1 Timeline (Author's own)	79
Figure 6.1	Action Research 2 Timeline (Author's own)	94

LIST OF ABBREVIATIONS

JPNJ	-	<i>Jabatan Pendidikan Negeri Johor</i>
PPD	-	<i>Pejabat Pendidikan Daerah</i>
SPSS	-	Statistical Package for the Social Sciences
EOA	-	Expert Opinion Analysis
PIC	-	Person in Charge)
KPI	-	Key Performance Index
AR	-	Action Research

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
Appendix A	Turnitin Report	106
Appendix B	Supervisor Consent Form	107
Appendix C	Letter of Intent	108
Appendix D	Interview Consent Form	109
Appendix E	Record of Supervision Meeting (Business Research)	110
Appendix F	Record of Supervision Meeting (Action Research 1)	111
Appendix G	Record of Supervision Meeting (Action Research 2)	112
Appendix H	Expert Opinion Analysis – Internal Validity	113
Appendix I	Expert Opinion Analysis – External Validity	115
Appendix J	Questionnaire Protocol	117
Appendix K	Interview Transcript	123
Appendix L	Thematic Coding Derived extracted from NVIVO	133
Appendix M	Pilot Test (Reliability Test)	134
Appendix N	Demographic Analysis - Actual Study (Cycle One)	140
Appendix O	Normality Test (Cycle One)	144
Appendix P	Reliability Test: Pre Intervention (Cycle One)	147
Appendix Q	Reliability Test: Post Intervention (Cycle One)	153
Appendix R	Letter of Impact	159

CHAPTER 1

INTRODUCTION

1.0 Introduction

Chapter One (1) sets out the study, describes the background and clarifies its purpose, aims and objectives of the research. The purpose of the research section of this chapter reflects the problem statement and identifies how the analysis will be carried out by providing the context on which the research is performed and justifies the research based on the identified problem. The objectives of the research are then explored in the chapter. The objectives define what is to be studied and what is to be omitted. The contribution of the research is then discussed, which explains how the research project would contribute to its related field.

1.1 Background of The Study

Organizations, in any context, are made up of groups of people and individuals who are interdependent and work together to achieve organizational goals and objectives. As a result, these people communicate with each other on a regular basis to perform their job roles and to make a successful contribution to their organizations. However, people enter the workplace with their own specific skills, attitudes, beliefs and expectations, so this can be a source of contention in any organization (*Robbin, S. P., Odendaal, A., & Roodt, G.,2003*). To address disputes between individuals and groups and to ensure a harmonious working environment, managers, superiors, and other leaders use disciplinary measures to avoid escalation and preserve industrial peace. Disciplinary action, in its essence, is designed to correct behaviour and to maintain balance in the employment relationship (*Grogan, 2009*).

When unacceptable conduct or acts are found in the workplace, it is the right of leaders and administrators to correct this behaviour and develop more reasonable norms or expectations than those being corrected (*Herath, T., & Rao, H. R., 2009*). Discipline, and its resulting rules and procedures, thus form an important part of the employer-employee employment relationship. But it needs to be significantly and procedurally fair for discipline to be successful and to achieve the desired results (*Bendix, 2005*). This implies that effective rules and processes need to be enforced in the workplace to ensure that all corporate practises and regulatory provisions are complied with. Procedural fairness refers to the proper process to be followed during the disciplinary investigation (*Bendix, 2010*). This refers to the internal rules and procedures of the organisation which need to be followed step by step to ensure that employee's rights are not abused and to protect the company from unfair labour practises and unfair dismissals.

One of the significant internal elements of human resource management is disciplinary control. The objective of disciplinary control is to create a positive attitude and avoid the occurrence of malpractice because the goal is to develop quality, integrity, and motivation. There are, however, several issues that affect the disciplinary management system process, such as incomplete reporting, delay in the preparation of reports and lack of understanding.

This study will be conducted in *Jabatan Pendidikan Negeri Johor (JPNJ)*, which oversees and manages 14 sectors, 11 *Pejabat Pendidikan Daerah (PPD)* and 1,189 schools. However only 884 primary schools and 234 secondary schools, consisting of 45,646 teachers and 6,397 employees including 14 sectors and 11 PPD are directly under JPNJ's jurisdiction and authority for disciplinary management and process. *Sektor Integriti, JPNJ* has been established as a focal point for the management of disciplinary related issues for all teachers also known as education services officers and supporting staffs under the control of the JPNJ. This sector is headed by one (1) *Pegawai Tadbir & Diplomantik M48*, assisted by one (1) *Pegawai Tadbir & Diplomantik M44* and *M41* each, as well as four (4) supporting staffs. Its responsibility is to manage faithfully and implement disciplinary procedures for the JPNJ Disciplinary Board's consideration. Therefore, this study explores the factors

influencing disciplinary management system process to be less ineffective and to suggest ways to improve the current situation in JPNJ.

1.2 Problem Statement

Disciplinary action plays a major role in determining the future behaviours of employees, and it can be for the better or worse. The problem is that disciplinary action within the organization is not perceived to be effective due to poor utilisation of disciplinary management process system and this perception may be a barrier to the overall purpose of disciplinary action.

As a whole, this study focuses on discipline process issues where disciplinary management is subject to procedures provided, however one may encounter dilemmas when handling cases that are rare, different and not fully addressed in the process and procedures thus the disciplinary cases cannot be entirely based on existing workflows and checklists. Other than that, officers who lead and are held accountable for Sectors, Units and PPD who are also the same person in charge and responsible for managing disciplinary cases, they may however, be exchanged and replaced by other officers within the stipulated period specified by JPNJ. In addition, the head of the PPD scattered in all 11 (eleven) districts around Johor, who are directly responsible for handling any disciplinary matter, are also unable to attend *Sektor Integriti, JPNJ* to seek advice and assistance from more qualified officers on the basis of the Movement Control Order (MCO) and Restricted Movement Control Order (RMCO) declared time after time by the government due to the outbreak of Covid-19 pandemic.

These factors are causing officers to be unskilled and less experienced managing in variety of discipline issues such as absenteeism, sexual harassment, and forgery of documents. Apart from that, existing officers are also not given full exposure and have no direct experience or hands-on training in handling the disciplinary cases. This causes disciplinary cases in the Sectors, Units and PPD to be

delayed and not managed in a timely manner. The disciplinary work process is considered complex and complicated by officers because it requires officers to conduct investigations, report writing as well as preparing supporting documents. These actions could not be carried out because the officers are not well versed and lack understanding of the relevant disciplinary process and required documents for each specific case involved.

The symptoms or objective evidence shown due to these problems are as follows;

i. Unclear / Incomplete Report

- (a) the report does not contain clear relevant information a disciplinary violation that is said to have been committed by an officer;
- (b) a report of a disciplinary violation is not clearly and specifically stating the misconduct performed by an officer and the rules violated in connection with such offense; and
- (c) reports of disciplinary violations are not accompanied by evidence or documents related to the violation.

ii. Numbers of incomplete reports/queried reports received by *Sektor Integriti, JPNJ*

Table 1.1 Numbers of incomplete reports/queried reports received by *Sektor Integriti, JPNJ* updated November 2020 (*Sektor Integriti, JPNJ*)

YEAR	NO. OF INCOMPLETE/QUERIED REPORTS
2018	10
2019	25
2020	37

1.3 Purpose of the Study

The overall objective of this study is to design a comprehensive procedure for *Jabatan Pendidikan Negeri Johor* to follow and execute the disciplinary process accordingly thus discipline actions can be implemented fairly, effectively, and fully complies with principles, procedures and rules outlined within a timely manner.

1.4 Research Objectives

The purpose of this research is as follows;

- i. To critically analyse the root cause for this phenomenon;
- ii. To analyse on how the compliance of leaders to the disciplinary process can influence the disciplinary management system of the organization; and
- iii. To obtain recommendations by *Sektor Integriti, JPNJ* to improve the current state of the disciplinary management process system.

1.5 Research Questions

The research questions are created to assure that the study is being conducted in the appropriate track and the research objectives are met at the end of it. The research questions involved are as follows;

- i. What is the root cause of JPNJ's existing disciplinary management process system phenomenon?

- ii. How far the compliance of leaders to the disciplinary process influences the organization's disciplinary management system?
- iii. What recommendations does *Sektor Integriti, JPNN* have to improve the current state of the disciplinary management process system?

1.6 Researchers Role

In this research, the researcher has a responsibility to communicate their research, to collaborate with others where appropriate and to transfer and exploit knowledge for the benefit of the employer, employees and the organization as the case company selected. Thus, the researcher must be self-conscious to engage in a detailed self-reflection of identity and assumptions, have a communication skill to the participants participating in the study and provide a clear understanding of the importance and limitations of the study. Researcher also displays personal competence by showing self-confidence, capability, and persistence in pursuing goals despite obstacles and setbacks faced during the research. The researcher also demonstrates self-regulation where the researcher listens and pay close attention during interview and observation. Assumptions or conclusions are withheld long enough to allow participants to clarify the full spectrum of their experiences but shared when appropriate to be frank and honest. The researcher combines the need for listening and learning, but also anticipates the questions, interests, and needs of the participants.

1.7 Research Ethics

The researcher adopted the following ethical considerations as, first when the researcher is planning the research, the consent form was obtained from the organization concerned. Permission was also obtained from the organization to gain

access to interview, compile, evaluate and disclose data from individuals of the organization that are closely related to the research. The researcher also explained to the participants who participated in the research, the purpose and process, the anticipated duration and procedures involved. Researcher also ensured that confidentiality was always protected and that participants were aware of how their data would be used, what would be done with case materials, images as well as audio and video recordings. This is intended to ensure that patents, copyrights and other forms of intellectual property are used with permission and thus to prevent researchers from using unpublished data, methods or results without authorisation and also to give proper recognition or credit to all research contributions. It is crucial for the researcher to adhere to ethics by promoting ethical values that are fundamental to collaborative work, such as trust, accountability, mutual respect, and fairness because this research involves a great deal of collaboration and cooperation between a variety of different people in different parts of the organisation.

1.8 Significant of Study

This study has three (3) significance of study namely *Jabatan Pendidikan Negeri Johor*, the government of Malaysia and future researcher.

1.8.1 *Jabatan Pendidikan Negeri Johor*

The results of this study are capable of being a strong guide for leaders in *Jabatan Pendidikan Negeri Johor* (JPNJ) to understand the real issues involved in order to provide an efficient disciplinary management mechanism for its problematic employees. Thus, the JPNJ shall apply the suggested approach derived from the findings of this study in order to resolve the problems.

1.8.2 Government of Malaysia

This study also may benefit the public sector by reducing prevalent negative views on the disciplinary management process system in line with the public servant's expectation, the government should take every effort to improve its disciplinary action where the improved disciplinary process facilitates the effective implementation of rules and regulations on disciplinary matters among public servants. As a result, the public service delivery system will be strengthened and, indeed, improved public service delivery will lead to enhanced good governance.

1.8.3 Future researcher

This research should provide the real issues pertaining this problem with evidence and viable options or suggestions to address it. In future the researchers can use this research as their best reference to further their research in more depth. They can also find the gap or limitation within this research and improve their research methodology in the future.

1.9 Definition of Key Terms

The definition of key terms that has been used in this study is explained as follows;

- i. Disciplinary management process system refers to an approach used by management to take either administrative action (positive discipline) or disciplinary action (punitive discipline) in response to a violation of the code of conduct among civil servants in order to improve undesirable performance and behavior through the application of relevant rules and regulations.

- ii. Standardized Operating Procedures refers to the need that all disciplinary processes and actions are handled and implemented within the timelines defined for each phase of the disciplinary procedure.
- iii. Delegation of Work and Responsibility refers to granting leaders of Sectors, Units, and PPD the authority to transfer and assign their responsibility for managing disciplinary issues and cases under each Sectors, Units, and PPD to another person lawfully appointed by the organization.
- iv. Training and development refer to delivering concentrated training and development closely associated and relevant to the disciplinary management process system to Sectors, Unit, and PPD leaders, as well as the person lawfully authorized by the organization, in order for them to thoroughly master the entire process and procedures.
- v. Mutual cooperation refers to the process by which leaders of Sectors, Units, and PPD collaborate with the person lawfully authorized by the organization to achieve the mutual goal of establishing and implementing an efficient disciplinary management system from the beginning to the end.
- vi. Disciplinary Coordinator refers to a person/officer qualified in terms of integrity, skills, abilities, and commitment to be appointed as Disciplinary Coordinator to assist Sector, Unit, and PPD leaders in achieving a smooth and consistent disciplinary management process system in order to overcome and avoid pending disciplinary cases as well as to process incoming disciplinary cases in a shorter period of time.

REFERENCES

- Bendix S. (2005). *Industrial Relations in South Africa*. Cape Town: Juta & Co. Ltd.
- Bendix S. (2010). *Industrial Relations in South Africa*. Cape Town: Juta & Co. Ltd.
- Coetzee, R., Van der Merwe, K., & Van Dyk, L. (2016). Lean implementation strategies: How are the Toyota Way principles addressed? *South African Journal of Industrial Engineering*, 27(3), 79-91. <http://dx.doi.org/10.7166/27-3-1641>
- Cooke H. Seagull Management and The Control of Nursing Work. *Work, Employment and Society*. 2006;20(2):223-243. <https://doi.org/10.1177/0950017006064112>
- Creswell, J. W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (2nd Ed.). Thousand Oaks, CA: Sage.
- Fernandez, S., & Moldogaziev, T. (2011). Empowering public sector employees to improve performance: Does it work? *The American Review of Public Administration*, 41(1), 23-47. <https://doi.org/10.1177%2F0275074009355943>
- Fernandez, S., & Moldogaziev, T. (2013). Employee empowerment, employee attitudes, and performance: Testing a causal model. *Public Administration Review*, 73(3), 490-506. <https://doi.org/10.1111/puar.12049>
- Finnemore, M. (2006). *Introduction to Labour Relations in South Africa*, (9th edition). Durban, SA: LexisNexis Butterworths.
- Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F. & Hatfield,R.D. (2006). *Human Resource Management in South Africa*. London: Thomson
- Gennard, J., & Judge, G. (2005). *Employee Relations*, (4th edition). London, UK: Chartered Institute of Personnel and Development.
- Grogan, J. (2009). *Workplace Law*. Cape Town: Juta & Co. Ltd.

- Habidin, N. F., Zubir, A. F. M., Fuzi, N. M., Latip, N. A. M., & Azman, M. N. A. (2015). Sustainable Performance Measures for Malaysian Automotive Industry. *World Applied Sciences Journal*, 33(6), 1017–1024. DOI:10.5829/idosi.wasj.2015.33.06.257
- Hanaysha, J. (2016). Examining the effects of employee empowerment, teamwork, and employee training on organizational commitment. *Procedia-Social and Behavioral Sciences*, 229, 298-306. <https://doi.org/10.1016/j.sbspro.2016.07.140>
- Herath, T., & Rao, H. R. (2009). Encouraging information security behaviors in organizations: Role of penalties, pressures, and perceived effectiveness. *Decision Support Systems*, 47(2), 154-165. <https://doi.org/10.1016/j.dss.2009.02.005>
- Jabatan Pendidikan Negeri Johor: <https://jpnjohor.moe.gov.my>
- Jose, D. (2017). The impact of scientific management principles on food hub. <https://doi.org/10.31274/etd-180810-5162>
- Kærnsted, B., & Bragadóttir, H. (2012). Delegation of registered nurses revisited: Attitudes towards delegation and preparedness to delegate effectively. *Vård i Norden*, 32(1), 10-15. <https://doi.org/10.1177/010740831203200103>
- Kaleem, M. (2019). The Influence of Talent Management on Performance of Employee in Public Sector Institutions of the UAE. *Public Administration Research*, 8(2), 8-23. <http://dx.doi.org/10.5539/par.v8n2p8>
- Kerr, S., & Jermier, J. M. (1978). Substitutes for Leadership: Their Meaning and Measurement. *Organizational Behavior and Human Performance*, 22(3), 375-403. [https://doi.org/10.1016/0030-5073\(78\)90023-5](https://doi.org/10.1016/0030-5073(78)90023-5)
- Knight, X., & Ukpere, W.I. (2014). The Effectiveness and Consistency of Disciplinary Actions and Procedures Within a South African Organisation. *Mediterranean Journal of Social Sciences*, 5(4) (Pp.592-593) DOI:10.5901/mjss.2014.v5n4p589

- Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 30(3), 607-610. <https://doi.org/10.1177/001316447003000308>
- Krueger, R. A., & Casey, M. A. (2009). Developing A Questioning Route. In *Focus Groups: A Practical Guide for Applied Research* (Pp. 35-60). Thousand Oaks, CA: Sage
- McNiff, J. (2013). *Action research: Principles and practice*. Routledge.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey-Bass.
- Mertler, C. A., & Charles, C. M. (2011). *Introduction to Educational Research*, 7th edn.
- Mohamed, A. M., Sakdan, M. F., John Abdullah, S. A., Ahmad, R., Khalil, S., Muslim, S., ... & Akmal Ismail, N. S. (2010). Improving disciplinary proceeding in enhancing good governance in the public sector. <http://ir.uitm.edu.my/id/eprint/33243>
- Mohd Kamal, M. K. A., Romle, A. R., & Yusof, M. S. (2015). Good governance and organization performance in public sector: A Proposed Framework. *International Journal of Administration and Governance*, 1(4), 63-68. <http://repo.uum.edu.my/id/eprint/14305>
- Parsons, R. D., & Brown, K. S. (2002). *Teacher as Reflective Practitioner and Action Researcher*. Belmont, CA: Wadsworth/Thomson Learning.
- Patrick Nwinyokpugi (2019), *Discipline Management Strategies and Compliance Success in The Rivers State Civil Service* e-ISSN :2378-703X
- Robbin, S. P., Odendaal, A., & Roodt, G. (2003). *Organisational Behavior: Global and Southern African Perspective*. Cape Town: Pearson Education South Africa.
- Rubin, H. J., & Rubin, I. S. (2012). *Qualitative Interviewing: The Art of Hearing Data*. Sage.

- Saunders, M., Lewis, P. H. I. L. I. P., & Thornhill, A. D. R. I. A. N. (2007). *Research Methods. Business Students 4th Edition* Pearson Education Limited, England.
- Schiama, G. (2009). The challenges of measuring business excellence in the 21st century. *Measuring Business Excellence*.
<https://doi.org/10.1108/mbe.2009.26713baa.001>
- Sutton, J., & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, And Management. *The Canadian Journal of Hospital Pharmacy*, 68(3), 226.
 doi: 10.4212/cjhp.v68i3.1456
- Taylor, F. W. (2004). *Scientific Management*. Routledge.
- Trottier, T., Van Wart, M., & Wang, X. (2008). Examining the Nature and Significance of Leadership in Government Organizations. *Public Administration Review*, 68(2), 319-333. <https://doi.org/10.1111/j.1540-6210.2007.00865.x>
- Wadhwa, D. S., & Verghese, M. (2015). Impact of employee empowerment on job satisfaction and organizational commitment: An empirical investigation with special reference to selected cement industry in Chhattisgarh. *International Journal in Management and Social Science*, 3(3), 280-286.
- Weller, J., Frengley, R., Torrie, J., Shulruf, B., Jolly, B., Hopley, L., ... & Paul, A. (2011). Evaluation of an instrument to measure teamwork in multidisciplinary critical care teams. *BMJ quality & safety*, 20(3), 216-222.
<http://dx.doi.org/10.1136/bmjqs.2010.041913>
- Welman, J.C.& Kruger, S.J. (1999), *Research Methodology for The Business and Administrative Sciences*, Johannesburg: International Thompson Building