

**THE INFLUENCE OF ETHICAL PRACTICES ON ORGANIZATIONAL  
PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS IN  
TANZANIA WITH SPECIAL REFERENCE TO RUAHA CATHOLIC  
UNIVERSITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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DEPARTMENT OF MARKETING, ENTREPRENEURSHIP AND  
MANAGEMENT  
OF THE OPEN UNIVERSITY OF TANZANIA**

**2024**

**CERTIFICATION**

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled: *“The influence of ethical practices on organizational performance in higher education institutions in Tanzania with special reference to Ruaha Catholic University”* in partial fulfilment of the requirements for the award of the Degree of Master of Human Resource Management (MHRM).

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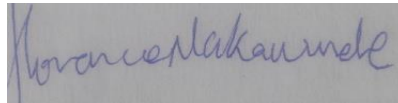
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**DECLARATION**

I, **Florence Nakawunde**, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this dissertation the outcome of my own efforts. It is hereby presented in partial fulfilment of the requirements for the award of the Degree of Masters of Human Resources Management (MHRM).



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Signature

8/11/2024  
.....

Date

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## **DEDICATION**

This dissertation is dedicated to my beloved family and community of the Focolare in Tanzania for their love and support. Thank you and I love you all.

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## ABSTRACT

The purpose of this study was to assess the influence of ethical practices on organizational performance. Specifically, the study aimed to understand how ethical practices categorized by pre-conventional, conventional, and post-conventional moral development stages, affect organizational performance. The study employed a quantitative approach with close ended questionnaires distributed to a sample of 145 employees. The research design was both descriptive and explanatory. Stratified sampling method was used to select participants. Data analysis involved both descriptive and inferential statistics. Data analysis involved both descriptive and inferential statistics. The findings revealed that ethical practices based on strong moral principles (adherence to codes, teamwork, integrity, accountability) were positively associated with performance. Fear-based compliance, however, had a weak negative association. The study indicated that: Ethical practices based on strong moral principles of integrity, accountability, adherence to codes of ethics and teamwork are positively associated with organizational performance while fear-based compliance is detrimental to performance. The study recommended that RUCU should uphold the culture of integrity and accountability, invest in ethical training and development to ensure employee ethical awareness and promote ethical decision skills.

**Keywords:** *Ethical practices, Conventional, Postconventional, organizational performance*

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**LIST OF ABBREVIATIONS**

AC	Accountability
ANOVA	Analysis of Variables
C	Conventional
CE	Code of Ethics
DE	Discipline
FP	Fear of Punishment
I	Integrity
KMO	Kaiser-Meyer-Olkin
MLRA	Multiple Linear Regressions Analysis
OP	Organization Performance
PoC	Post conventional
PrC	pre-conventional
RUCU	Ruaha Catholic University
SPSS	Statistical Package for Service Solutions
TW	Teamwork

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter lays the groundwork for the study, delving into the research context of ethical practices and organizational performance in higher learning institutions, specifically Ruaha Catholic University in Iringa Municipality. It clearly defines the research problem, outlines objectives and hypotheses, and emphasizes the significance, scope, and structure of the investigation.

#### **1.2 Background of the study**

The pursuit of ethical practices within organizations has transcended historical concern to become a cornerstone of modern business success (Khalter and Moon 2020). Worldwide, ethical practices are increasingly recognized as essential for organizational success, with research highlighting their positive impact on performance (Agbo, 2022; Grigoropoulos, 2019). In higher education, employee ethics shape the culture, reputation, and performance of institutions (Ruben & Gigliotti, 2019). These practices encompass integrity, collaboration, fairness, and adherence to codes of conduct. This recognition has prompted organizations to prioritize ethical standards and values, embedding ethical procedures and policies throughout their structures (Grigoropoulos, 2019).

Within the Field of higher education, ethical practices play a pivotal role in shaping the culture, reputation, and overall performance of educational institutions (Ruben & Gigliotti, 2019) Globally, studies have affirmed the positive impact of ethical

practices on organizational performance in various countries around the globe. In the study done in Solomon Islands, Fai et al. (2023) found that ethical practices strengthen public accountability, boosting organizational success (Fai *et al.*, 2023). Similarly, Lukieto Cahyadi et al. (2022) observed a link between ethical climate and corporate environmental responsibility in Indonesia's telecommunications sector, highlighting the role of strong environmental policies in fostering employee engagement in environmentally responsible practices (Lukieto Cahyadi *et al.*, 2022).

In African, a study by Onuoha (2023) in Nigeria highlighted the importance of ethical practices, referred to as work ethics, for performance in educational institutions (primary, secondary, and university). The study emphasizes that performance, encompassing the quality, quantity, and efficiency of work, is crucial for all staff, including both academic staff teachers and lecturers and non-academic staff including secretaries, cashiers and security personnel. Onuoha argues that ethical practices foster a united and harmonious work environment where all staff can contribute effectively, ultimately leading to improved performance and achieving educational goals. However, contrastingly, Yatich & Musebe's (2018) investigation on the Kenyan public health sector revealed a persistent presence of unethical practices and their detrimental impact on organizational performance (Yatich & Musebe, 2018).

Moreover, a Zimbabwean study by Mupandanyama, (2021) explored the link between ethical practices and performance in local authorities. The study emphasizes the detrimental impact of unethical practices like nepotism and corruption, highlighting the importance of work ethic a set of values promoting right conduct,

respect, and effective communication. The author identifies both benefits of good work ethic and challenges in managing it, suggesting recommendations for local authorities to promote ethical behaviour within their organizations. In Tanzania, a positive correlation between employee ethical conduct and productivity had been observed (Severin, 2022), highlighting the contribution of factors like discipline, integrity, and adherence to ethical codes to organizational success.

The Tanzania Commission for Universities (TCU) emphasizes effective leadership and sound management practices as crucial for performance improvement in higher education (Nkunya, 2020). This aligns with the growing recognition of ethical practices as essential for university success. Despite TCU's guidance and support, some universities struggle to meet quality standards, often due to inadequate financial resources or leadership shortcomings (Muya & Tundui, 2020).

These factors hinder quality improvement efforts within Tanzania's higher education sector. These studies collectively emphasize the link between ethical practices, stakeholder trust, positive work environment, and ultimately, organizational performance. This study delved into the crucial topic of ethical practices within higher learning institutions, aiming to comprehensively assess employee ethical practices and their direct influence on organizational performance. Employing a multidisciplinary approach, the research sought to identify areas for improvement and recommended strategies to enhance ethical conduct and overall institutional success. In essence, ethical practices are indispensable for achieving sustainable success in organizations (Nkunya, 2020). By understanding the diverse contexts and challenges faced by organizations, we can devise effective strategies for fostering

ethical cultures and maximizing organizational performance. The insights gleaned from this study can guide institutional leaders, policymakers, and stakeholders in building ethical foundations that uphold discipline, integrity, accountability, and excellence leading to organization performance as a whole.

### **1.3 Statement of the Problem**

Despite research highlighting the importance of ethics in organizational success, implementing and practicing ethical values remains a significant challenge for many institutions (Kipilimo, 2020). On the Global Perspective, research across continents, from Ruben & Gigliotti's (2019) work in the United States to Fai et al.'s (2023) study in the Solomon Islands, consistently highlights the importance of ethical practices for organizational success. On the African arena, Low employee morale and a lack of ethical behaviour can significantly hinder performance within organizations. Studies in Zimbabwe (Mupandanyama, 2021) have shown that dissatisfied employees may engage in absenteeism, misuse resources, or even accept bribes. This can lead to a decline in service delivery and overall organizational performance.

Therefore, improving work ethic, defined as a set of principles guiding right conduct, professionalism, teamwork, and social responsibility, is crucial for organizational success (Ferrell & Ferrell, 2019). In an ideal higher education institution (Ruben & Gigliotti, 2019), assert that ethical conduct fosters integrity, collaboration, social responsibility, and fairness. This, in turn, builds trust with stakeholders, leading to a positive work environment and excellence in performance. In the real-world situation, however, implementing these ideals faces significant challenges (Nkunya,

2020). The Chairman of the Tanzania Commission for Universities (TCU), in his speech published in the TCU Magazine (January-June 2020) indicated a critical need for "increased investment in higher education alongside the development of appropriate strategies to enhance quality management and improve leadership systems" within the Tanzanian university sub-sector (Nkunya, TCU Magazine, 2020). This statement highlights a concern regarding the performance of some universities despite guidance and support provided by the TCU.

Nkunya attributes this underperformance to "inadequate financial capacity" and "inadequacies in management and leadership systems" (Nkunya, TCU Magazine, 2020). These factors are barriers to achieving quality improvement within Tanzania's higher education institutions (Muya & Tundui, 2020). In view of the same; the Tanzanian Public Service Integrity Survey Report by Mwaijande, (2022) revealed a stark reality in higher learning institutions. Despite established codes of ethics (Cap 398, RE 2020), ethical decay manifests in declining moral principles, poor discipline, power abuse, and lack of accountability. With inadequate sanctions, these issues persist, eroding stakeholder trust and tarnishing the institutions' image and ultimately hindering performance (Mwaijande, 2022).

Ruaha Catholic University (RUCU), with the vision of educational excellence and moral finesse, serves as a potential area of study for exploring this gap. By investigating factors influencing ethical practices in organizational performance, of RUCU's through Kohlberg's model, this research aimed to bridge the gap between ideal and reality. Its findings offer actionable insights for enhancing organizational performance through improved ethical behaviour and practices within Tanzanian

higher education institutions.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The main objective of the study was to assess the influence of ethical practices on organisational performance in higher learning institutions in Iringa Municipality with reference to Ruaha Catholic University.

### **1.4.2 Specific Objective**

More specifically the study attempted:

- i. To determine the extent of preconvention stage of moral development of ethical practices as influencing factor in organisational performance.
- ii. To find out the role played by conventional level of moral development of ethical practices on organizational performance.
- iii. To assess the effect of post conventional stage of moral development of ethical practices on organizational performance.

## **1.5 Research Hypothesis**

The aim of the study was to understand the relationship of the following research Hypothesis.

### **1.5.1 The Study was Guided by Following Hypothesis**

- H<sub>1</sub> There is a significant influence of the preconvention stage of moral development practices on organizational performance of RUCU.
- H<sub>2</sub>. There is a significant influence of the conventional stage of moral

development level practices on organisational performance of RUCU.

- H<sub>3</sub>. There is a significant influence of Postconventional stage of moral development practices on organisational performance of RUCU.

### **1.6 Significance of the Study**

The findings of this study have widened the general understanding and contributed to the knowledge on ethical practices as influencing factors on organizational performance. Particularly, the interplay of the stages of moral development of the Kohlberg's moral theory of reasoning in organizational performance in the Tanzanian context. The study bridged knowledge gaps as it provided valuable insights for policymakers, regulators and HR manager in Tanzania Higher Education Institutions. It has contributed to understanding the linkage between preconventional, conventional and postconventional moral stages of Kohlberg's moral development theory and firm performance. Methodologically being quantitative research, it allowed generalizing of findings beyond the specific study context. Thus, making it relevant to a wider audience.

The practical, theoretical empirical review and methodology adopted in this study provide insights for further learning when one wants to investigate issues regarding ethical practices in private institutions. Additionally, it deepened the researcher's understanding of this crucial link, fulfilling academic requirements and contributing valuable insights to the field.

### **1.7 Scope of the Study**

The study was conducted at Ruaha Catholic University in Iringa Region, whereby the focus was to assess factors influencing ethical practices especially in private

owned higher learning institutions. This was due to the fact that unethical practices prevail in institutions of higher learning in Tanzania. This is evidenced by the public service survey report by Mwajiande, (2022) which revealed that despite established codes of ethics (Cap 398 RE 2022) there are declining moral principles, poor discipline, power abuse and lack of accountability. RUCU has been randomly selected for its commitment of ethical standards despite ongoing challenges. The respondents of the study included both teaching and non-teaching staff.

### **1.8 Organization of the Study**

This study examined the link between employee ethics and organizational performance in Tanzanian higher education. Chapter one set the scene with context, objectives, and research gaps. Chapter two explored the theoretical framework and relevant literature. Chapter three outlined the research methodology, including participants, data collection, and analysis. Chapter four presented and discussed the findings, and Chapter five concluded with summaries, implication of the study recommendations, and supporting materials from respondents.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter covered the definition of key terms and review of theories related to the topic under study. This was followed by empirical review of studies that had been carried out in the past in relation to ethics and organisational performance. A summary of the studies reviewed has been presented followed by research gaps identified from the empirical studies reviewed and the conceptual frame work.

#### **2.2 Conceptual definitions**

##### **2.2.1 Ethics**

Scholars define ethics differently: Allhoff (2020) focuses on its philosophical core, ethic as nature of good and evil, right and wrong, just and unjust, while Anggun et al. (2024) saw it as practical principles for decisions. This study, aligning with Angonga & Florah et al. (2019) who explored the interplay of individual morals and societal influences on ethics thus aligning with the study objective to assess the influence of ethical practices on organizational performance.

##### **2.2.2 Ethical Practices**

There are contrasting views on defining ethical practices. Culham et al. (2024) emphasize character development, while de Colle et al. (2023) defines ethical practices as grounded on six guiding principles: fairness, honesty, social responsibility, integrity, respect, accountability, and transparency. According to Dall, (2021) ethics are those that lead to the best and least harm for all stakeholders

involved. This study aligns with de Colle et al.'s (2023) broader approach, encompassing societal norms and promoting responsible decision-making, thus aligning with the study objective to assess the influence of ethical practices on organizational performance.

### **2.2.3 Preconventional Moral Stage of Development of Ethical Practices**

Kohlberg's (1971) pre-conventional stage (PrC) focuses on avoiding punishment and gaining rewards. While self-interest is strong, Hoffman's theory, 1970 (as cited in Boosaliki, 2023) suggests children can still experience empathy, a concept not explored by Kohlberg. Piaget's pre-operational stage (ages 2-7) aligns with PrC, highlighting egocentrism that hinders understanding others' perspectives (Piaget, 1954). This study focused on preconventional ethical practices using fear of punishment and discipline as an indicator based on Kohlberg's theory (1971). The Kohlberg's moral stage uncovered the preconventional ethical practices of fear of punishment and discipline as influencing factors on organizational performance.

### **2.2.4 Conventional Moral Stage of Development of Ethical Practices**

Building on Kohlberg's (1971) well-regarded theory, at the conventional stage individual conforms to group/societal expectation and rules what is right is socially accepted. Scholars like Loevinger in his theory, (1976) with a broader focus on ego development and Erikson's theory (1968) exploring psychosocial stages all acknowledge a stage where internalized social norms and expectations take hold (ages 5-12). This study was centred on Kohlberg's conventional stage, using collaboration (social order) and ethical code adherence as indicators. Here, the focus shifted from personal gain to fulfilling societal expectations and maintaining social

order. The Kohlberg's conventional moral stage uncovered the conventional ethical practices of ethical codes and teamwork as influencing factors on organizational performance.

### **2.2.5 Post Conventional Moral Stage of Development in Ethical Practices**

In the highest stage of moral reasoning, Kohlberg (1971) emphasizes basing choices on universal principles of justice and challenging unjust rules. Individuals are guided by universal ethical principles and make independent choices based on those principles. Rawls's theory (1971) tackles justice from a societal viewpoint, proposing principles that ensure fairness and benefit the least fortunate. Adding another dimension, Gilligan's theory (1982) suggested that alongside justice, post-conventional thinkers might prioritize compassion, empathy, and maintaining relationships. This study focused on Kohlberg's post-conventional (PoC) stage, using integrity and accountability as indicators. That uncovered the postconventional ethical practices of integrity and accountability as influencing factors on organizational performance.

### **2.2.6 Organizational Performance**

Yakhlef & Nordin (2020) connect positive customer experiences to higher performance, while Lundaeva (2019) emphasizes a multi-dimensional view including finances, customer satisfaction, and employee engagement. Yusri (2023) highlights employee engagement's role. This study aligned with Lundaeva's (2019) holistic definition of organizational performance.

### **2.2.7 Higher Education Institutions**

Aligning with Kihampa (2020), Weimer et al. (2020), and Heller (2022), this study

explored higher education within institutions offering bachelor degrees (Kihampa, 2020). It emphasizes active learning for critical thinking and intellectual development (Weimer et al., 2020; Heller, 2022). While acknowledging these broader perspectives, this study adopted Kihampa's (2020) definition for its focus.

### **2.3 Theoretical Literature Review**

Building on existing research, this chapter forms a theoretical framework by examining what scholars had said about ethical practices and their link to organizational performance (Kivunja, 2018). The guiding theoretical foundation that forms the basis of this study is as follows:

#### **2.3.1 Kohlberg's Moral Development Model**

Kohlberg's moral development theory proposes that ethical reasoning evolves through stages: obeying for rewards (preconventional), individuals at this stage are primarily concerned with their own interests, and ethical decisions are justified in terms of what is good for them, and therefore, they will try to seek rewards and avoid punishment by those who set the rule. Therefore, fear of punishment and discipline are indicators at this moral level. The second stage is conforming to social norms (conventional), individuals conform to group society expectation and rules and what is right is what is socially accepted hence codes of ethics and team work are derived here as indicators. The third stage; postconventional, individuals are guided by ethics and make independent choices based on self-chosen ethical principles of justice and human rights, (postconventional). The indicators at this moral stage are integrity and accountability. Organizations with workforces at higher stages benefit from increased ethical practices like integrity, accountability, and

collaboration, leading to improved performance, trust, and ethical decision making.

Studies like Van Der Leij et al. (2021) support this, showing how teacher ethics link to student behaviour. However, limitations exist. Firstly, Gilligan (1993) criticized Kohlberg's theory for devaluing women's care-based ethical reasoning, arguing that it failed to account for gender differences in moral development. Her research indicated that men often use justice-oriented reasoning, while women prioritize care and relationships. Secondly, the gap between understanding and action can be wide, and cultural factors like community expectations and unspoken norms (Hofstede, 1980) can often hold greater sway than abstract moral reasoning, especially in contexts like Tanzania. Thus, while Kohlberg's model offers valuable insights, understanding real-world ethical practices requires considering contextual factors beyond individual moral development stages.

### **2.3.2 The Utilitarian, Individualism Moral Righteousness and Justice View Perspective**

Another supporting theory with divergent theoretical views has been put forward on what constitute ethical practices in his study Anstett & Guest (2007) while utilitarianism individualism, moral righteousness, and justice (Mill, 1873) offer valuable ethical perspectives, each has limitations. Utilitarianism can neglect individual rights, individualism can prioritize immediate gains undermining cooperation, moral righteousness can be rigid, and justice may hinder productivity. Notably, these align with Kohlberg's moral development stages: utilitarianism with conventional, individualism with pre-conventional, righteousness with post-conventional and justice again with conventional. Examining these frameworks through

Kohlberg's lens highlights their strengths and weaknesses, showcasing how his model can be valuable for understanding and fostering ethical development in individuals and organizations, ultimately guiding ethical practices within the study's context.

## **2.4 Empirical Literature Review**

The critical empirical review covered, preconventional, conventional and postconventional moral development stages of ethical practices on the organisation performance. In a global context, regional, and national perspective. The empirical review finally identified and exposed the knowledge gap.

### **2.4.1 Preconvention stage Influence on Organisational Performance**

In the study of Prasad, & Adhikari, (2021) they examined the impact of ethical behaviour on employees' performance in Nepalese commercial banks. Descriptive research design was used to identify characteristics, frequencies, trends and categories of the impact of ethical behaviour on employee performance and causal-comparative research design was also used to ascertain and understand the directions, magnitude and forms of the observed relationship between ethical behaviour and employees' performance. Employees' performance had been dependent variable and respect, teamwork, reward, punishment, racial discrimination, leadership style, discipline and corruption were independent variables.

A study in Indonesia by Kuncorowati and Rokhmawati (2018) suggests that effective discipline motivates employees to internalize and follow workplace rules and values.

In today's competitive environment, banks need to build public trust by prioritizing ethical behaviour, including respect, integrity, and accountability (Kuncorowati and Rokhmawati 2018). In the modern competitive era, banks' activities must focus to promote public confidence and trust by infusing several ethical values like respect, trust, discipline, integrity, responsibilities, accountability etc. in every moment (Noviarita, *et al.*, 2021).

Research by Omisope & Adegbe, (2024) in Nigerian banks looked into the relationship between ethical difficulties in corporate reporting and statutory auditor liability. The survey Research Design was used in the study. An intentional sampling technique was used to choose the five largest audit firms and five medium-sized audit firms in Nigeria and indicated that the banking sector still lacks formal enforcement of ethical guidelines. The study identifies respect, teamwork, reward and punishment, leadership style, and discipline as positively influencing employee performance. These factors can counter preconventional tendencies by promoting cooperation, fairness, and adherence to ethical norms. Conversely, racial discrimination and corruption, identified as detrimental to performance, directly resonate with preconventional stage behaviours. Such practices prioritize personal advantage and disregard for fairness and social norms, ultimately harming organizational well-being.

Leong et al. (2023) contributed to the understanding of how various organizational fear factors, which can be rooted in preconventional moral development (focusing on avoiding punishment), can hinder the performance of new Malaysian graduates. Their study investigates the impact of factors like childhood socialization,

institutional socialization, cultural socialization, fear of workplace penalties, and fear of termination on the effectiveness of fresh graduates in their first year of employment. By analysing data from 119 employees, the research reveals significant relationships between all these fear factors and employee performance. Notably, cultural socialization emerged as the strongest factor influencing performance. This research highlights the importance of addressing employee anxieties within organizations to improve overall performance and achieve individual and company goals.

While the study by Agbo (2020) establishes a positive link between employee discipline and performance at Nigerian Breweries Plc., the focus on enforcing rules and procedures aligns with the pre-conventional moral stage of ethical development in organizations. This stage emphasizes obedience to authority and external rewards or punishments, mirroring the code of discipline and disciplinary actions identified in the study. While this approach may improve productivity and efficiency in the short term, it lacks the intrinsic motivation and sense of shared purpose that characterize higher stages of ethical development.

To truly foster a culture of ethical behaviour, organizations need to move beyond pre-conventional practices and cultivate a more mature moral environment that emphasizes values like fairness, trust, and collaboration (Ferrell & Ferrell, 2019). This would involve investing in employee development, promoting open communication, and fostering a sense of shared responsibility for organizational success. Only then can organizations achieve not just compliance but genuine ethical commitment from their employees.

Anekwe, et al. (2023) built upon Iheanacho et al. (2017) study on employee perceptions of discipline, punishment, and performance. They surveyed 1,000 federal ministry employees in Cross River State, Nigeria. The study found a positive correlation between perceived disciplinary actions (persuasion, warnings) and organizational performance, which can be partially explained by employees' focus on avoiding punishment (potentially reflecting a preconventional moral development stage). Interestingly, there was a negative correlation between punishment (suspension, dismissal) and performance. This suggests that disciplinary measures that focus on positive reinforcement and development may be more effective than punishment in motivating employees and achieving organizational goals in the same line ethical environments allows employees to voice concerns and offer suggestion without fear of reprisal (Rupp et al., 2018).

In Tanzania's maritime sector strives for improved employee performance, the study by Kikoti and Lameck (2023) reveals a reliance on preconventional moral development practices. The emphasis on formal systems like performance appraisals and informal communication channels, resembling external control and rewards, suggests a focus on achieving pre-set goals rather than fostering intrinsic motivation. While resources are acknowledged, they are viewed as tools to meet these goals, not drivers of ethical self-direction. This reliance on external motivators aligns with the preconventional stage, where moral reasoning revolves around avoiding punishments and reaching pre-defined targets.

Further research exploring the content and function of informal rules, along with employee motivations, could shed light on potential pathways towards higher moral

development stages, where ethical decision-making and a shared sense of responsibility drive performance within the organization. The above studies relate to the current study in terms of the independent and dependent variables they differ in the context of the area of research they were done in public institutions while the current study will be done in private institution of Catholic background.

#### **2.4.2 Convention Stage Influence on Organisational Performance**

The study by Bocean et al. (2022) offers promising insights into how Romanian organizations can move beyond preconventional compliance and towards the conventional stage of moral development. By highlighting the positive impact of social responsibility, organizational ethics, and ethical codes on employee well-being, the study suggests a shift from external rewards and punishments to a focus on upholding shared values and norms. The emphasis on responsible and ethical practices in relation to stakeholders signifies a move towards the conventional stage, where moral reasoning is based on adhering to social expectations and fulfilling obligations.

This focus on collective good and adherence to societal standards aligns with the conventional stage, suggesting that organizations that prioritize ethical behaviour and social responsibility can promote not only compliance but also genuine employee well-being within a positive ethical environment (Rupp et al., 2018). While both studies delve into ethical codes and employee behaviour, the Romanian study explored the impact of organizational ethics on employee well-being, whereas the current examines the influence of employee ethical practices on organizational performance in Tanzanian higher education institutions. This shift in focus moves

from individual well-being to the collective success of the organization.

Kumasey, et al. (2017) explore the link between ethical codes and employee commitment in Ghanaian public services. Their findings align with the conventional stage of moral development. The positive correlation between codes of ethics and all three dimensions of organizational commitment (affective, normative, and continuance) suggests that employees are motivated by a sense of duty and adherence to social norms beyond immediate personal gain. This internalized sense of responsibility mirrors the conventional stage's focus on following established rules and expectations.

Tetti (2018) examined the influence of ethics and financial control measures on financial performance in Tanzanian public institutions. The high level of adherence to the national code of ethics among employees, particularly in rural areas, also indicates a shift towards the conventional stage. The emphasis on efficient and effective use of public resources aligns with the stage's emphasis on fulfilling societal obligations and contributing to the greater good. However, the study also hints at potential variations in adherence between urban and rural areas, suggesting further exploration is needed to fully understand the stage's development within the Tanzanian context (Tetti 2018).

These two studies offer valuable insights into the growing role of ethical codes and responsible behaviour in African organizations. Their alignment with the conventional stage of moral development suggests a shift towards internalized norms and a sense of shared responsibility, potentially paving the way for improved

performance and ethical decision-making within the public sector. These studies are related to the current study and all of them predict that there is a positive correlation between codes of ethics and performance of an organization. The study done in Tanzania differ in the current study as it used a mixed research method while the current study is quantitative research design, the study also based its research in public institute while the current study tends to focus on the private institute.

While focusing on individual employee behaviour, the study by Prasad & Adhikarat (2021) in Nepalese commercial banks hints at a shift towards the conventional stage of moral development within organizational practices. The emphasis on factors like respect, teamwork, reward systems, and leadership style reflects a move beyond pre-conventional motivations of avoiding punishment or achieving personal gain (Treviño and Nelson 2020). These elements align with the conventional stage's focus on fulfilling social norms and adhering to organizational expectations. While the study doesn't directly explore ethical reasoning, the positive correlation between these factors and employee performance suggests a growing internalization of ethical behaviour driven by a sense of duty and responsibility within the organization (Kohlberg 1971). However, the presence of negative factors like racial discrimination and corruption highlights the need for further efforts to strengthen the ethical environment and move towards a more mature stage of ethical development.

While Nartey's (2021) Ghanaian study on teamwork and performance primarily focused on individual employee behaviour, elements like shared responsibility, collaboration, and positive impact on morale, this aligned with the conventional stage of moral development. The emphasis on team members' willingness to share

ideas, support each other, and track progress suggests a move beyond pre-conventional motivations like personal gain and fear of punishment. The positive correlation between teamwork and performance further reinforces this shift towards fulfilling social norms and contributing to the collective good. However, the acknowledgement of personality clashes highlights potential obstacles to fully embracing a conventional approach. Addressing these conflicts through training programs, as recommended by the study, could strengthen the ethical environment and pave the way for a more mature stage of ethical development within the organization.

Furthermore, in an African perspective, Ikoojo et al. (2023) investigated the influence of teamwork on employee performance within Nigerian universities. Their survey-based research, conducted among 290 academic staff in Abuja universities, employed multiple regression analysis. The study identified a significant positive correlation between team leadership and employee performance. The study's finding that team leadership has a positive influence on employee performance aligns with the conventional perspective. Effective team leadership creates a structured environment with clear roles and expectations, which can motivate employees to perform well to meet those expectations and fulfil their role within the team. In the same line, Ibrahim (2020) examines the relationship between organizational ethics and employee performance within the Nigerian airline industry.

The study aligns ethical practices with the conventional level of moral development, emphasizing adherence to social norms and fulfilling expectations. Utilizing a survey design targeting the 6 busiest airlines, the research identifies positive correlations

between ethical practices, including discipline, commitment, and positive work attitude, and employee performance. Interestingly, the study found a negative, statistically insignificant, association between teamwork and performance. This suggests that strong ethical practices, promoting responsible behaviour within the organization, contribute to improved airline performance. Although there are slight differences in the variables this study is similar to the current research with regard to the independent variable teamwork and it differs at the dependent variable which is employee performance while the current study's dependent variable is organizational performance.

Munzero (2022) investigated the significance of teamwork practices for organizational productivity in Kenyan private universities. Drawing on Belbin's Team Roles and Tuckman's Teamwork theories, the study explored the impact of team communication, motivation, and leadership on productivity at Africa Nazarene University. A descriptive research design with a sample of 121 employees utilized stratified random sampling to ensure inclusivity. The findings, analysed through descriptive statistics, regression, and correlation techniques, revealed positive relationships between all three teamwork practices and organizational productivity.

Notably, team communication had the strongest influence, followed by motivation and leadership. The study emphasizes the importance of prioritizing teamwork practices to enhance performance and recommends further research incorporating diverse employee perspectives. The focus on clear communication, motivation to contribute, strong leadership, and fulfilling roles all contribute to a more ethical and productive team environment, which aligns with the core values of the conventional

level of moral development.

While investigating teamwork and performance in Tanzanian schools, Khamis (2019) hints at a shift towards the conventional stage of moral development in organizational practices. Focusing on factors like communication, trust, and effective leadership reflects a move beyond pre-conventional motivations. The strong positive correlations between these elements and performance suggest an internalization of ethical behaviour driven by a sense of shared responsibility and adherence to social norms within teams. The recommendations for promoting participation and collaboration further reinforce this shift. However, the focus on individual team member roles could be enhanced by exploring the group dynamic and its impact on ethical decision-making to solidify a more mature, stage-six ethical environment. This study is quite similar to the current study, the only difference is that it was done on secondary schools in Dar es salaam while the current study was done at higher institute of learning in particular Ruaha Catholic University in Iringa Municipality.

These studies, like the current one, explore the link between ethical practices and performance. However, they differ in focus (individual vs. organizational well-being, public vs. private sector) and methodology (mixed vs. quantitative). The current study, focused on codes of ethics, teamwork and organizational performance in a higher education institution, complements these findings by exploring a specific context within the conventional stage of ethical development.

#### **2.4.3 Postconvention Influencing Organisational Performance**

Ferial and Syamsir (2021) investigated the influence of employee integrity on performance in a public hospital setting. Their findings align with a growing body of

research that highlights the positive correlation between ethical behaviour and employee effectiveness. Indonesian study suggests a potential move towards the postconventional stage of moral development in healthcare organizations. While investigating the impact of integrity on employee performance, the focus transcends pre-conventional concerns with obedience and personal gain. The emphasis on sub-variables like commitment, trustworthiness, consistency, and responsibility reflects internalized values and a sense of shared purpose beyond mere adherence to rules.

The significant influence of these variables on performance further reinforces this shift towards autonomous ethical decision-making and a genuine commitment to organizational goals. Although honesty showed no individual influence, the overall findings suggest a holistic approach to ethics, where various facets of integrity work together to drive performance and improve service quality. This points towards a postconventional understanding of ethical behaviour that prioritizes the well-being of the organization and its patients over personal interests or external pressures. The study similar to the current study in terms of its independent variables and differ on the dependent variable, the study carried its research on public institute in particular hospital staff while the current study was based on private institution of higher learning.

A substantial body of research supports the link between employee integrity and performance. Studies by Rosmi et al. (2020), Tasi et al. (2020), Febrina et al. (2020), and Wahyuni et al., (2020) all examining civil servants in various Indonesian regions, found that integrity and other factors significantly influence performance. This connection is further emphasized by additional research from Nur Jayanti et al.

(2019), Simponi (2020), Yolanda et al. (2020), and others (Sujiyanto, 2017; Salwa, et al., 2018; Wetik, et al., 2018; Sukmana, 2018; Aski, 2020). Collectively, their research underscored the critical role of employee integrity in driving performance within government institutions. While their study related to the current study it differs as the current study will dwell into private institution.

Mutuku's (2022) Kenyan study on information integrity and mobile telecom sustainability hints at a potential shift towards the postconventional stage of moral development in business practices. The focus on data quality and its impact on long-term success transcends preconventional concerns with immediate profit or compliance. The emphasis on responsibility towards stakeholders, including customers and the broader community, aligns with the postconventional value of prioritizing ethical principles over personal gain.

The statistically significant link between information integrity and sustainability further reinforces this notion, suggesting that companies that operate with integrity and transparency ultimately achieve greater success. This movement towards a postconventional approach to business emphasizes long-term vision, ethical decision-making, and a commitment to contributing to a sustainable future. This study is related to the current study as it explores integrity as an ethical practice and it differs on the dependent variable where the study measures integrity on business sustainability while the current study measures it against organizational performance.

Nagoli et al.'s (2020) Ugandan study on work ethics and performance at the Civil Aviation Authority hints at a postconventional shift in organizational values. The

significant correlations between integrity, commitment, and positive work attitudes with performance suggest a move beyond preconventional motivations. The focus on internalized values and a sense of responsibility towards the organization aligns with postconventional principles. While the current study focuses solely on quantitative methods, the findings resonate with the research by highlighting the importance of integrity and its impact on employee performance. This aligns with the potential for a postconventional approach to ethics within organizations, where ethical principles guide decision-making and contribute to organizational success.

Mchopa et al., (2019) conducted a study on ethical procurement and organizational performance in Tanzania and hinted at a potential postconventional shift in ethical conduct within public institutions. The focus on transparency, accountability, fairness, and professionalism aligns with postconventional values of principled decision-making and responsibility towards the public good (Kohlberg, 1971). The statistically significant positive influence of these practices on performance further reinforces this notion, suggesting a move beyond preconventional concerns with personal gain or compliance (Mchopa et al., 2019). While the current study focuses on employee ethics and utilizes a quantitative approach, the shared emphasis on ethical practices and their impact on performance suggests a broader trend towards postconventional values within organizations. This highlights the growing importance of ethical principles in driving organizational success and serving the wider community.

Despite the effective adoption of ethical practices, the study recommended strengthening the internal and external legal framework, enhancing ethical training,

and hiring technically qualified and professional procurement staff. While both studies explore the link between ethical practices and organizational performance, they take different approaches. This study focuses specifically on the impact of employee ethical practices, whereas the previous one investigated the influence of ethical procurement practices. Additionally, this study will utilize a quantitative method, while the previous study employed a mixed-methods approach. Essentially, they share a similar theme of ethical practices driving performance but differ in their specific target and research methodology.

Fai et al. (2023) reveal that strong internal controls, ethical behaviour, and effective leadership hallmarks of the post-conventional stage of moral development are crucial for robust public accountability in the Solomon Islands. This suggests that moving beyond external pressures and towards internalized ethical principles is key to ensuring responsible public service, offering valuable insights for stakeholders across sectors to cultivate a culture of ethical accountability within their organizations (Ferrell & Fraedrich, 2019). This study is related to the current study as it investigates ethical behaviour and its impact on organizational performance, however, it differs as the valuable accountability is dependent valuable while in the current study it's an independent valuable.

The study by Alam et al. (2018) highlights leadership quality as a crucial factor in achieving public accountability within Malaysia. They analysed data from 109 departments and agencies across 24 federal ministries, revealing a positive correlation between strong leadership and higher public accountability. The researchers emphasize the need for charismatic leaders in public institutions. They

argue that a leader's reputation directly impacts the effectiveness of formal accountability systems for their decisions and actions. Ultimately, Alam et al. (2018) suggest that the complex interplay of a leader's reputation, trustworthiness, and sense of responsibility can significantly enhance their performance and effectiveness.

nsibility can significantly enhance their performance and effectiveness.

Moving beyond mere compliance, Emodia (2021) highlights how state corporations in Kenya's health sector thrive on the post-conventional moral principles of accountability, transparency, responsibility, and moral integrity. Ghanem & Castell (2019) support the same as accountability significantly predicts ethical leadership. These attributes, deeply embedded in governance practices, are not just ethical imperatives but key drivers of organizational success. The study underscores the need for robust control mechanisms, regular audits, and monitoring systems to foster an environment where these ethical principles translate into optimal performance, aligning with the internalized values and societal expectations of the post-conventional stage. While these studies differ in focus (public vs. private sector) and methodology (quantitative vs. mixed methods), they resonate with current research exploring employee accountability and its impact on performance within higher education institutions.

**Table 2.1: Summary of the Previous Related Studies**

SN	Author's Name & Year	Aim of study	Variable examined at the pre-conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendations
1	Prasad & Adhikari (2021)	Examining the impact of ethical behaviour on employee performance in Nepalese commercial banks	Respect, teamwork, rewards, punishment, racial discrimination, Discipline and corruption \& Leaderships Style	Descriptive and causal-comparative research designs were used, employing questionnaires and statistical analysis.	Respect, teamwork, reward and punishment systems, leadership style, and discipline positively correlated with employee performance. Racial discrimination and corruption negatively affected performance	Fostering a culture of ethical behaviour can improve performance.
2	Agbo (2020)	Examine the impact of employee discipline on organizational performance in Nigerian Breweries Plc.	Code of discipline, disciplinary procedures, discipline systems, disciplinary actions. And employee performance	Descriptive statistics (frequencies, percentages), Likert scale survey, Pearson Correlation coefficient, Regression analysis (SPSS)	Positive correlations were found between all independent variables and employee performance. Code of discipline had the strongest influence on employee performance	These findings suggest that a well-defined and enforced code of discipline can significantly benefit organizational performance at Nigerian
3	Kikoti and Lameck (2023)	Explore the relationship between formal institutional framework, informal social rules, resource availability, and employee performance in Tanzania's maritime sector.	1. Open Performance Review and Appraisal System) 2. Informal social rules 3. Resource availability 4. Employee performance	Mixed Method	Employee performance at Dar es Salaam port authority is influenced by both formal and informal factors	recommended to utilize both aspects for optimal employee performance
4	Bocean et al. (2022)	Analyse the relationships between social responsibility, organizational ethics, and employee wellbeing in Romanian organizations.	1. Independent Variable: Social responsibility, organizational ethics (ethical codes and responsible behaviour). 2. Dependent Variable: Employee well being	Structural equation modelling	1. Significant positive influence of social responsibility and organizational ethics on employee wellbeing. 2. Responsible and ethical organizational behaviour towards stakeholders	The study suggests that Romanian organizations should prioritize implementing and upholding strong social responsibility practices and ethical codes. This responsible and ethical

SN	Author's Name & Year	Aim of study	Variable examined at the pre-conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendations
					contributes to employee wellbeing.	behaviour towards stakeholders, including employees, can contribute significantly to employee wellbeing.
5	Kumasey, Bawole, & Hossain (2017)	investigate the relationship between codes of ethics and organizational commitment (affective, normative, and continuance commitment) in Ghanaian public service organizations.	<ol style="list-style-type: none"> <li>1. Independent: Code of ethics</li> <li>2. Dependent: Organizational commitment (affective, normative, and continuance)</li> </ol>	<ol style="list-style-type: none"> <li>1. Correlational analysis</li> <li>2. Regression analysis</li> <li>3. Descriptive statistics</li> </ol>	A significant positive relationship was found between the code of ethics and all three dimensions of organizational commitment: affective, normative, and continuance.	These findings suggest that implementing and enforcing codes of ethics in Ghanaian public service organizations can be a valuable strategy for fostering employee commitment across all three dimensions.
6	Tetti, (2018)	Evaluate the influence of national code of ethics and financial control measures on financial performance in Tanzanian Local Government Authorities (LGAs).	<ol style="list-style-type: none"> <li>1. Independent: <ol style="list-style-type: none"> <li>a. Adherence to national code of ethics and conduct for public service.</li> <li>b. Financial control measures.</li> </ol> </li> <li>2. Dependent: Financial performance (efficiency, effectiveness, and economy in resource use).</li> </ol>	Mixed method of data analysis	<ol style="list-style-type: none"> <li>1. High level of adherence to the national code of ethics among public service employees, with rural LGAs slightly exceeding urban LGAs.</li> <li>2. Strong presence of factors supporting adherence to the code, again slightly stronger in rural areas.</li> <li>3. Positive relationship between ethical conduct and financial performance (efficiency, effectiveness, and economy).</li> <li>4. Financial control</li> </ol>	Recommended that: promoting awareness and training on the national code of ethics. Secondly, implementing robust financial control measures further strengthens financial performance. This might involve reviewing and potentially revising existing control systems to ensure efficient and effective resource utilization.

SN	Author's Name & Year	Aim of study	Variable examined at the pre-conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendations
					measures also contribute to better financial performance	
7.	Nartey, (2021)	Explore the effects of teamwork on employee performance.	1. Independent Variable: Teamwork 2. Dependent Variable: Employee Performance	Descriptive and quantitative methodology	research findings showed that teamwork has a strong positive and direct effect on the employees' morale and performances.	findings suggest that fostering teamwork can be a valuable strategy for improving employee morale and performance. This could involve implementing team-building activities, promoting collaboration, and ensuring clear communication within teams.
8.	Khamis, (2019)	Investigate the relationship between teamwork (specifically communication, trust, and effective leadership) and organizational performance.	1. Independent Variable: Teamwork (specifically communication, trust, and effective leadership) 2. Dependent variable: Organizational performance	Descriptive research design Stratified and random sampling.	positive and significant relationships between all aspects of teamwork and organizational performance	The study suggests that fostering teamwork through improved communication, building trust, and developing effective leadership can enhance organizational performance.
9	Ibrahim (2020)	Explore the connection between organizational ethics and employee performance in the Nigerian airline industry	1. Independent variable: (discipline, Team work commitment, positive work attitude) 2. Dependent variable: Organizational ethics	Multiple regression analysis-	Positive correlations between ethical practices and employee performance. - Negative (statistically insignificant) association between teamwork and performance.	recommended that strong ethical practices, promoting responsible behaviour within the organization, contribute to improved airline performance
10	Ikojo et al. (2023)	Investigate the influence of teamwork on employee performance within Nigerian	1. Independent variable: team leadership and employee	Multiple regression analysis-	Significant positive correlation between team leadership and employee performance	Effective team leadership creates a structured environment with clear roles

SN	Author's Name & Year	Aim of study	Variable examined at the pre-conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendations
		universities	2. Dependent Variable performance			and expectations, which can motivate employees to perform well to meet those expectations and fulfil their role within the team.
SN	Author's Name & Year	Aim of study	Variable examined at the Post conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendation
11.	Ferial and Syamsir (2021)	The influence of integrity on performance of hospital employees at Hospital X in Padang City, Indonesia.	1. Independent variables of integrity (honesty, commitment, trustworthiness, consistency, and responsibility) 2. Dependent Variable: Organizational performance	Quantitative Methodology	The findings showed that the five sub-variables of integrity (honesty, commitment, trustworthiness, consistency, and responsibility) simultaneously influenced on employee performance of non-medical staffs at Hospital X in Padang City. However, partially, the sub variable of honesty had no significant influence on the staff's performance. Besides, the sub variables of commitment, trustworthiness, consistency and responsibility had a significant influence on the staff 'performance	Fostering a culture of commitment, trustworthiness, consistency, and responsibility can enhance non-medical staff performance at Hospital X (Ferial, 2021). Honesty, while present, could benefit from additional emphasis. Integrity workshops, clear ethical codes, and recognition programs could reinforce these values.
12	Mutuku. (2022)	Investigate the impact of information integrity on the business sustainability of mobile telecommunication	1. Independent Variable: Information integrity 2. Dependent Variable: Sustainability of	Descriptive and inferential statistical methods	Statistically significant positive association between information integrity and the sustainability of mobile	The study recommended prioritizing information integrity through data quality controls, transparent

SN	Author's Name & Year	Aim of study	Variable examined at the pre-conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendations
		companies	telecommunication Companies		telecom firms in Kenya.	communication with stakeholders, and fostering a culture that values accurate information handling. These practices can contribute to a more sustainable business model for Kenyan mobile telecom companies and potentially benefit companies globally.
13	Nagoli et al. (2020)	Explore the influence of work ethics on employee performance within Uganda Civil Aviation Authority UCAA	<ol style="list-style-type: none"> <li>Independent: Work ethics (integrity, work attitude)</li> <li>Dependent: Employee performance</li> </ol>	Mixed-methods approach:	Significant positive correlations between work ethics and employee performance:	The study recommended that stronger work ethics are associated with better employee performance at UCAA.
14	Mchopa et al. (2019)	Investigate the relationship and influence of ethical public procurement practices on organizational performance	<ol style="list-style-type: none"> <li>Independent: Ethical public procurement practices (transparency, accountability, fairness, professional practices)</li> <li>Dependent: Organizational performance (timeliness, quality, cost efficiency)</li> </ol>	Mixed method approach	Significant positive associations exist between: Each ethical practice and organizational performance	In simpler terms, adhering to ethical practices in public procurement contributes to better performance across various aspects of the organization
15	Fai et al. (2023),	Explore the impact of current accountability practices on ethical behaviour, internal controls, and leadership quality in the Solomon Islands public sector	<ol style="list-style-type: none"> <li>Independent: Accountability practices</li> <li>Dependent: Ethical behaviour, internal controls, leadership quality</li> </ol>	Structural equation model	Strong internal controls, ethical behaviour, and effective leadership are crucial for public accountability.	The study emphasizes the importance of strong internal controls, ethical behaviour, and effective leadership as key elements for achieving public accountability

SN	Author's Name & Year	Aim of study	Variable examined at the pre-conventional level of moral ethical practice	Data analysis Method	Main Findings	Recommendations
16	Emodia (2021)	Investigate the impact of sound corporate governance practices on performance of State Corporations in Kenya's health sector	<ol style="list-style-type: none"> <li>1. Independent: Corporate governance practices (accountability, transparency, responsibility, moral integrity)</li> <li>2. Dependent: Organizational performance</li> </ol>	Mixed method approach	Positive and significant relationships between all four governance practices and organizational performance. Importance of control mechanisms, audits, and monitoring systems for adherence to governance principles and optimal performance.	This highlights the importance of control mechanisms, audits, and monitoring systems to ensure adherence to these principles and achieve optimal performance within the healthcare sector.

**Source:** Researcher (2024).

## **2.5 Research Gaps**

### **2.5.1 Empirical Gap**

While existing research sheds light on individual ethical practices like discipline, codes, teamwork, and accountability (Prasad & Adhikari, 2021; Bocean et al., 2022; Nartey, 2021; Ferial, 2021), a critical gap remains: understanding the complex interplay between these practices and their varying stages of moral development within organizations, particularly in Tanzanian private higher education institutions (Iringa Municipality in particular RUCU). This study aims to bridge this gap by exploring how the dynamic coexistence and interaction of different ethical practices across different moral development stages influence organisational performance in this specific context.

Building upon prior studies as indicated in the literature review above highlighting the positive impact of individual ethical practices (Kumasey et al., 2017; Khamis, 2019; Mchopa et al., 2019), this research examined the intricate interplay between these practices and their underlying moral motivations. By focusing on Tanzanian private higher education institutions, the study provides nuanced insights into a previously unexplored setting, potentially revealing unique ethical dynamics within this specific context.

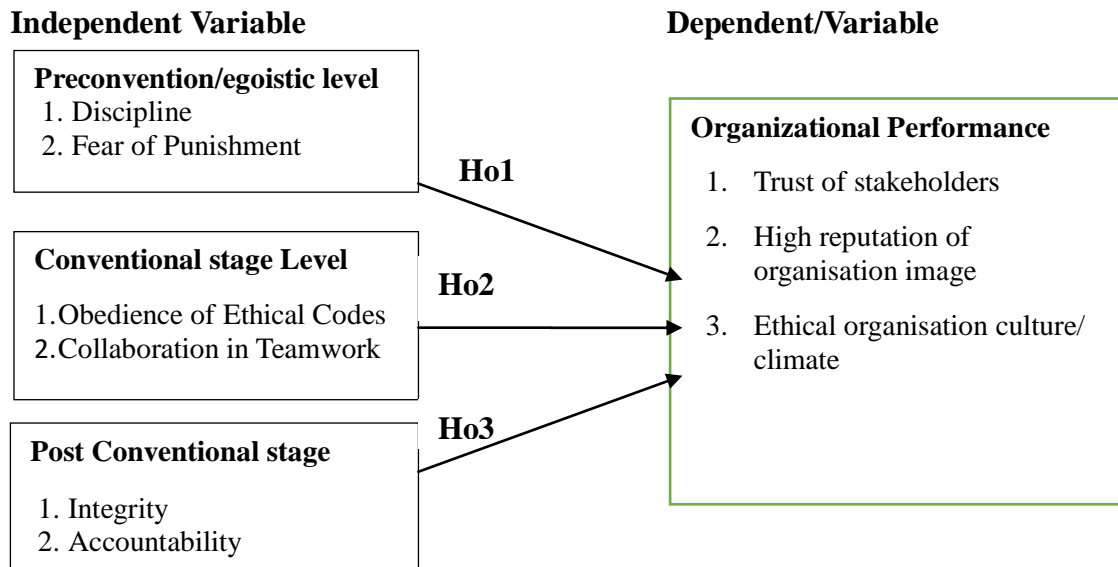
### **2.5.2. Contextual Gap**

Most of the reviewed researches have little coverage on contextualized gap the influence of ethical practices on organisational performance in Tanzania. Most of the studies had been done in different countries for example, Prasad & Adhikari

(2021), Agbo (2020) in Nepal and Nigeria respectively about discipline and its impact on the organization. Bocean et al. (2022) in Romanian, Kumasey et al. (2017) in Ghana, Tetti (2018) in Tanzania about ethics, and ethical codes; Nartey (2021) in Ghana about teamwork just to mention a few. This means, in Tanzania context, there are few studies that have been done based on the influence of ethical practices on organisational performance specifically in private institutions. Most studies in Tanzania have focused on public institutions. Which makes this study timelier and necessary? Only a study by Tetti, 2018 on national codes had been done in Tanzania. Hence the necessity for more studies to be done, which calls for this study at hand.

## **2.6 Conceptual Framework**

This section conceptualized the problem from the empirical literature review, it showed the relationship of variables and how they relate to the present study and developed the hypothesis. Figure 2.1, maps the influence of moral development stages (preconventional, conventional, and postconventional) on organizational performance, measured through stakeholder trust, reputation, ethical decisions, employee morale, and organisational culture.



**Figure 2.1: Conceptual Framework: The Influence of Ethical Practices on Organizational Performance**

**Source:** Researcher (2024).

### 2.6.1 Statement of Hypothesis

Hypotheses serve as doubtful and predicative thoughts that help to explain statements or phenomenon that guide research by establishing potential relationships between variables (Souchio et al., 2024).

### 2.6.2 Preconventional Stage: Discipline/fear of Punishment and Organizational Performance

These are empirical literature in support of the connection between employee ethical practice of discipline at the preconventional moral stage and organisational performance for example, Prasad & Adhikari (2021): While identifying factors like reward and punishment as positive influences, they highlight the detrimental impact of preconventional practices like racial discrimination and corruption, suggesting intrinsic motivation might be more impactful. The study of Agbo (2020): supports the same and argues that focus on mere discipline and rule enforcement, reminiscent

of the preconventional stage, might only offer short-term gains in productivity, lacking the sustainable benefits of ethical commitment cultivated through higher stages. Kikoti & Lameck (2023): The reliance on external control systems like performance appraisals, aligning with the preconventional stage, could limit intrinsic motivation and ethical decision-making, potentially hindering long-term performance improvement.

H<sub>1</sub>: Therefore, this study hypothesized that the preconventional stage of moral development practices significantly influence organisational performance within RUCU.

### **2.6.3 Conventional Stage: Corporate Codes, Teamwork and Organizational Performance**

There is a strong empirical and theoretical literature support of the connection between employee ethical practice of adherence to social codes of ethics and collaboration in team at the conventional moral stage of moral development and organizational performance the studies by Bocean et al. (2022), Kumasey et al. (2017) and Tetti (2018) highlight the positive impact of ethical codes, social responsibility, and organisational ethics on employee well-being, commitment, and overall organisational performance. This shift from external rewards to shared values and social expectations aligns with the conventional stage of moral development.

While Research by Prasad & Adhikari (2021), Nartey (2021), and Khamis (2019) underscores the significance of conventional stage teamwork practices like respect, collaboration, shared responsibility, and effective leadership in improving

performance. With this evidence, the opposite is true that lack of ethical codes and teamwork can be detrimental to organisational performance hence the hypothesis below:

H<sub>2</sub>: Therefore, this study hypothesized that the conventional stage of moral development practices significantly influences organizational performance within RUCU.

#### **2.6.4 Postconventional Stage: Integrity, Accountability and Organizational Performance**

Several reviewed studies suggest a promising shift towards postconventional stage ethical practices in organisational settings, highlighting their potential to drive sustainable and impactful organisational performance among these include the studies of (Ferial, 2021; Mutuku, 2022; Nagoli et al., 2020; Mchopa et al., 2019) showcase the positive influence of integrity, encompassing honesty, commitment, responsibility, and transparency, on organisational performance. This aligns with postconventional values of internalized ethical principles and a focus on the greater good. With regard to accountability evidence from Fai et al. (2023) and Emodia (2021) emphasize the crucial role of accountability, a key postconventional principle, in fostering responsible public service and organizational success.

While Ghanem & Castell (2019) support the same as accountability significantly predicts ethical leadership. This highlights the need for robust control mechanisms and an ethical governance culture. These studies are a green light to the fact that lack of ethical practices of integrity and accountability by employees can be detrimental to an organization.

H<sub>3</sub>: Therefore, this study hypothesized that the postconventional stage of moral development practices significantly influence organizational performance within RUCU.

## 2.7 Operationalisation of Variables

**Table 2.2: Operationalisation of Variable Background, Independent and Dependent**

S/N	Variable	Operational definition	Level of measurement	Units of measurement	Source/data
1	Age	Number of years since one was born	Ratio	Absolute number	primary data
2	Education	Academic Qualification Level	Ordinal	Certificate, Diploma, Degree, Masters, Doctorate, professor	Primary data
3	Marital status	Wife/husband	Nominal	Single, married, divorced, widow And other	Primary data
4	Employees/ staffing	Number of people who work for the business	Ratio	Absolute number	Primary data
<b>Independent Variable</b>		<b>Operationalization of independent variables</b>			
<b>Moral Development Stage</b>		<b>Definition</b>	<b>Level of Measurement</b>	<b>Unit of measurement</b>	<b>Data collection Method</b>
<b>Preconventional</b>		Preconventional moral stage variables that are the influencing ethical practices towards organizational performance Which are; Discipline and Fear of punishment.	Interval Scale 5 Point Likert Scale	Numerical	Primary and secondary data
<b>Conventional</b>		Conventional moral stage variables that are the influencing ethical practices towards organizational performance Which are; Ethical Codes and collaboration in teams	Interval Scale 5 Point Likert Scale	Numerical	Primary and secondary data
<b>Postconventional</b>		Postconventional moral stage variables that are the influencing ethical practices towards organizational performance Which are; Integrity and Accountability	Interval Scale 5 Point Likert Scale	Numerical	Primary and secondary data,
<b>Dependent Valuable</b>		<b>Definition</b>	<b>Measure</b>	<b>Measurement</b>	<b>Data Collection Method</b>
Organization Performance		Employee Ethical practices lead to organizational performance	Interval Scale 5 Point Likert Scale	Numerical	Primary and secondary data,

**Source:** Researcher, (2024).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter outlined the research roadmap for addressing the study's problem, following Kothari's (2014) definition of a systematic approach. It detailed the chosen research approach, target area, population, design, sampling technique, data collection methods, research procedure, and analysis methods to be employed throughout the investigation.

#### **3.2 Research Philosophy**

Aligning with the quantitative nature of this study, the positivist philosophy, emphasizing empirical evidence and hypothesis testing as defined by Marsonet (2019), was employed. This approach guided the investigation to uncover the influence of specific ethical practices on organisational performance within RUCU.

#### **3.3 Research Approaches**

For this research, the quantitative approach was employed, utilizing statistical analysis to quantify and analyse variables. This approach suited the study's objective of drawing generalisable conclusions about a population based on a representative sample (Saunders, Lewis, & Thornhill, 2019). It helped to test the hypothesis of this study. Nartey, (2021) also used quantitative approach where he employed also descriptive data for statistical analysis. Explored the effects of teamwork on employee performance.

#### **3.4 Research Design and Strategy**

This study adopted survey research; thus, testing the relationships between employee

ethical practices (independent variable) and organisational performance (dependent variable) in order to establish causal relationships between variables explanatory research was used. Saunders et al. (2019) employing a cross-sectional strategy to capture characteristics and relationships between variables within a representative sample at a specific time (Kothari, 2008; Bryman & Bell, 2011) while its core is a descriptive design. This combined approach allows for a comprehensive understanding of the influence of ethical practices on RUCU's performance.

### **3.5 Study Area**

Focusing on Iringa Region's Southern Highlands (population 1.2 million, area 58,936 sq km), this study went in depth into employee ethics within Ruaha Catholic University (RUCU). RUCU has been recognised for its commitment to ethical standards despite ongoing challenges; it presented a compelling context to investigate the influence of employee ethical practices on organisational performance.

### **3.6 Study Populations**

The target population in this study included both teaching and non-teaching staff, as well as management; the target population of 234 full-time RUCU members (HR Office 2023 data) offers a comprehensive and relevant sample for this study. This choice captured diverse perspectives and practices across roles and departments, it enabled a holistic understanding of how employee ethical practices influenced organisational performance within RUCU. These were in position to give reliable opinion on the Influence of Ethical practices on organisational performance.

**Table 3.1: Target Population under Study: Employees of RUCU**

No	Faculty/Department/Directorate	Full Time
1	FASS	35
2	FBMS	20
3	FICT	31
4	FOL	22
5	IAHS	21
7	FOE	15
6	DSCCE	03
7	ADMIN	87
8	TOTAL	234

**Source:** Human Resource Office (2024).

### 3.7 Sample Size, and Sampling Design

#### 3.7.1 Sample Size

Cooper and Schindler (2003) explained that the basic idea of sampling was selecting some of the elements in a population, so that the same conclusions could be drawn about the entire population. This results in reduced cost and greater accuracy of results. Therefore, the following formula was applied to calculate the final sample estimate:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

$n$  = sample size when population is <10,000

$N$  = estimated population size

$e$  = precision level (at 0.95 confidence interval,  $e = 0.05$ ).

Therefore,  $N=234$  then;

$$n = \frac{234}{1 + 234(0.05)^2}$$

$$n = \frac{234}{1.585}$$

$$n = \mathbf{148}$$

### 3.7.2 Sampling Design and Technique

The study adopted stratified sampling. According to Orton, (2018) he stated that stratified random sampling is simply forming subgroups of the population units and selecting a simple random sample of units from within each subgroup (Orton, 2018).

The formula below was used in order to assign a sample to a stratum:  $n_h = (N_h / N) * n$ . Where  $n_h$  is the sample size for stratum  $h$ ,  $N_h$  is the population size for stratum  $h$ ,  $N$  is total population size, and  $n$  is total sample size. Therefore, total of stratum is obtained by:  $\Sigma(N_h / N) * n = 147.99 \cong 148$ . Khamis, (2019) utilized the stratified sampling technique in his study he investigated the relationship between teamwork (specifically communication, trust, and effective leadership) and organizational performance.

**Table 3.2: Stratified Sampling Calculations**

S/N	Faculty	Full time Employee N <sup>o</sup> s	$n_h = (N_h / N) * n$ Calculation of stratum sample	Rounded figures	Sample to be taken from each stratum
1	FASS	35	35/234*148=22.137	22	22
2	FBMS	20	20/234*148=12.650	13	13
3	FICT	31	31/234*148=19.607	20	20
4	FOL	22	22/234*148=13.914	14	14
5	IAHS	21	21/234*148=13.282	13	13
6	FOE	15	15/234*148=9.487	9	9
7	DSCCE	03	3/234*148=1.897	2	2
8	ADMIN	87	87/234*148=55.025	55	55
9	TOTAL	234	$\Sigma(N_h / N) * n = 147.999$ $\cong 148$	148	148

**Source:** RUCU HR office and researcher, (2024).

This study employed stratified sampling to guarantees a fair chance of inclusion for all population members, making them equally eligible to participate in a research project (Thomas, 2020). It targeted RUCU staff (teaching and non-teaching) due to

their relevant knowledge aligning with the study's specific focus. This ensured data generalizability within RUCU and information richness. The stratified sampling works well when the study's goal is to find a generalized result that can be applied to the entire population.

### **3.8 Data Collection Instrument**

#### **3.8.1 Primary Data**

Structured questionnaires were used to capture the quantitative primary data. The current study used structured questionnaires to capture measurable data for statistical testing (Saunders, 2019). Questionnaires are considered applicable as they provide a chance to collect statistical data suitable for statistical analysis, hypothesis testing and examine the relationship between variables. The questions for each variable in the questionnaire were constructed as adapted from the variable measurements in the literature (figure 2.1). Therefore, each variable measurement had five questions in the questionnaire. The questionnaires were personally administered by the researcher to RUCU staff to make sure the right information is collected from the right respondents.

#### **3.8.2 Variables and Measurement Procedures**

This study leverages a standardized Likert scale. The Likert Scale consisted of five options (*1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, and 5=strongly agree*) to measure both ethical practices (preconventional, conventional, postconventional) and organizational performance. Preconventional practices involve fear of punishment and discipline, while conventional and postconventional practices were assessed through code adherence/teamwork and

integrity/accountability, respectively. Performance was measured using stakeholder trust, reputation, ethical decision-making, employee engagement, and ethical organisational culture.

**Table 3.3: Constructs of the Model and their Measurements**

<b>Constructs</b>	<b>Indicator/observed variable</b>	<b>Authors</b>
Organizational Performance	Stakeholder trust, Organisation reputation, ethical organisation culture, employee engagement and morale	Riofrio et al. (2023) Badawy et al. (2018)
Preconventional	Discipline and Fear of punishment	Kohlberg, (1971)
Conventional	Code of Ethics and Teamwork	Kohlberg, (1971)
Postconventional	Accountability and Integrity	Kohlberg, (1971), Anstett and Guest, (2007) (Mill,1994)

**Source:** Researcher, (2024).

### **3.9 Validity and Reliability**

Heale and Twycross (2023) the authors argue that validity refers to the extent to which a study measures what it purports to measure, while reliability refers to the consistency of the measurements. Validity and reliability are essential components of any quantitative study.

#### **3.9.1 Validity**

Data suitability was assessed through Kaiser-Meyer-Olkin (KMO) testing to ensure it meets the criteria for analysis (Kulshreshtha, 2013). This test verified if the data captured the intended measurements, with a score above 0.5 indicating high adequacy. Additionally, content validity was confirmed by consulting supervisors, guaranteeing the survey items accurately reflect the research objectives and real-world context. After collecting data, the researcher tested the validity of the data through Principal Component Analysis by factor analysis using the Kaiser-Meyer

Olkin (KMO) measure of sampling adequacy and Bartlett's test of Sphericity. To confirm the validity of the scale the factor analysis was applied for instance the Kaiser-Meyer Olkin (KMO) value was 0.859 which is adequate for applying factor analysis. Also, the value of the test statistic for sphericity on the basis of a chi square transformation of the determinant of the correlation matrix was (2580.856). Bartlett's test of sphericity was significant, supporting the factorability of the correlation matrix and the significant level was exceptionally small (0.000) Table 3.4 shows the results.

**Table 3.4: KMO and Bartlett's Test**

<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy</b>		<b>.859</b>
	Approx. Chi-Square	2580.856
Bartlett's Test of Sphericity	df	595
	Sig.	.000

**Source:** Analysis of Survey data.

### 3.9.2 Pilot Study

Prior to the main study, a pilot test with twenty (20) randomly chosen RUCU staff across departments was conducted. This pilot aimed to assess questionnaire clarity, minimize errors and response time, and ensure effective coverage of research constructs. Feedback from participants was incorporated to refine the instruments before full-scale data collection. The researcher incorporated the comments of those informers who were involved in pre-testing so as to modify the instruments. A total of 20 questionnaires were distributed to respondents and whose response to the same confirmed to the researcher that the questions were well understood according to their response and comments.

### 3.9.3 Reliability

This study ensured data reliability through Cronbach's alpha analysis. This test assessed the consistency of the questionnaire in measuring the intended constructs, with a value of 0.7 or higher indicating strong consistency (Loungrath, 2018; Wang *et al.*, 2022). This ensured the collected data was stable and provided consistent results across repeated measurements, solidifying the research instrument's reliability. The reliability of the data collected was ensured by running the Cronbach alpha coefficient for each scale measures and as can be seen from Table 3.5 below all the scale were fit because they surpassed the minimum proposed value of 0.7 (Loungrath, 2018; Wang *et al.*, 2022).

**Table 3.5: Reliability Statistics of Cronbach's Alpha**

	<b>Variables</b>	<b>No of Items</b>	<b>Cronbach's Alpha</b>
1.	Preconventional	10	0.718
2.	Conventional	10	0.812
3.	Postconventional	10	0.854
4.	Organization Performance	5	0.863
5.	Overall	35	0.911

**Source** Researcher, (2024).

## 3.10 Data Analysis Methods

### 3.10.1 Descriptive and Inferential Statistical

Data analysis revealed valuable insights from the collected information, addressing and testing research hypothesis (Roberts & Binder, 2009, in Abutabenjeh & Jaradat, 2018). In data analysis, some of the most common ways of simplifying data were by calculating the mean, percentage distribution, frequency distribution, and so forth. In this particular study, the researcher used the Statistical Package for Social Sciences (IBM SPSS v.21) to process the quantitative data rigorously verified data was coded and analysed using SPSS software.

### 3.10.2 Pearson Correlation Coefficient Test

Pearson Correlation Coefficient is a method that measures the strength of the linear relationship between two variables. It also indicates the direction, the strength and significant of the relationship among all variables. The value for a Pearson's correlation can fall between 0.00 and 1.00. The value of 0.00 means there is no correlation whereas 1.00 means that is a perfect correlation.  $H_0$  hypothesis is rejected when P value  $< 0.05$ , otherwise accept. The results, indicated Pearson Correlation Coefficients between dependent variable (Organizational Performance) and each independent variable (Preconventional Conventional, and postconventional ethical practices) had significant association. See detailed results in table 4.9. Pearson correlation coefficient test.

**Table 3.6: Rules of Thumb about Correlation Coefficient**

Co-efficient Range	Strength of Association
$\pm 0.91$ to $\pm 1.00$	Very Strong
$\pm 0.71$ to $\pm 0.90$	High
$\pm 0.41$ to $\pm 0.70$	Moderate
$\pm 0.21$ to $\pm 0.40$	Small but definite relationship
$\pm 0.00$ to $\pm 0.20$	Slight, almost negligible

**Source:** (Hair, Money & Samouel, 2007)

### 3.10.3 Multiple Linear Regressions Analysis (MLRA)

Multiple regression analysis was employed to examine the relationship between ethical practices (pre-conventional, conventional and post-conventional). The analysis was to determine whether the independent variables significantly explained the variance in organizational performance. The Multiple Linear Regression was specified as follows:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \dots + \beta_nX_n + \varepsilon.$$

Y = Dependent variable (Organization performance)

X<sub>S</sub> = Independent Variables

a = Y intercept, where the regression line crosses the Y axis.

b<sub>1</sub> = the partial slope for X<sub>1</sub> on Y

X<sub>1</sub> = Preconventional, X<sub>2</sub> = Conventional, X<sub>3</sub> = Postconventional.

$\varepsilon$  (Epsilon): This is the error term. It represents the difference between the actual value of the dependent variable (Y) and the predicted value ( $\hat{Y}$ ) shows the unexplained variance in Y that's not accounted for by the independent variables.

The regression coefficient was run and gave the following results

$$Y = 4.368 - 0.067X_1 + 0.235X_2 + 0.238X_3 + \varepsilon$$

While the standard error was “ $\varepsilon$ ” (1.355) indicated that there are some variations in the equation. Detailed are in Table 4.13 regression coefficient results.

#### **3.10.4 Multicollinearity**

Multicollinearity occurs when the independent variables are not independent from each other. Therefore, in this study, multicollinearity was tested by using Variance Inflation Factor (VIF) and the level of Tolerance (Mondal and Mondal, 2018). However, the level of tolerance will be set from 0 to 1. The formula for measuring VIF is  $VIF = 1/(1-R^2)$ . Multicollinearity is possible in the model when  $R \geq +0.9$ ; Where R squared is the coefficient of determination. The results indicated the tolerance value was bigger than the cut off tolerance value. Hence it proved that multicollinearity did not occur. The R<sup>2</sup> value was equal to 0.585, which indicated that independent factors were explained by 58.5% of the variation in the

organizational performance. The Variance (1-R<sup>2</sup>), was only 41.5% of the variations were explained by variables which were not included in the model. In Table 4.12, the unexplained variance (1-R<sup>2</sup>) and the standard error of the estimate gave insights into the error term's magnitude and how well the model accounts for the data. Detailed results are indicated in Table 14.11. Model of fitness test.

### **3.10.5 Linearity**

Linear regression shows relationship between the independent and dependent variables. If the two variables are not linear, the results of the regression analysis would under-estimate the true relationship (Mondeal & Mondal 2018). Therefore, in this study, linearity was tested and determined by using scatter plots, in which the dependent variable on the y-axis while independent variables on the x-axis. Moreover, linearity was observed when the graph had a linear distribution observation (Mondeal & Mondal 2018). This study ensured linear relationships by testing for linearity assumptions before analysis. The Fig 4.2 indicated that the scattered plots had an upward diagonal pattern. Indicating that as the X variable increased the Y variable tended to increase as well therefore, no heteroscedasticity found.

### **3.10.6 Homoscedasticity**

Homoscedasticity means that the variance of errors is the same across all levels of the independent variables. When the variance of errors differs at different values of the Independent Variable (IV), heteroscedasticity is indicated. According to Berry & Feldman (1985) and Tabachnick & Fidell (1996), a slight heteroscedasticity has little effect on significance tests; however, when heteroscedasticity is marked, it can lead to serious distortion of findings and seriously weaken the analysis thus increasing the

possibility of a Type I error.

This research adopted standardized scatterplot through visual examination of a scatterplot of the standardized residuals (the errors) by the regression standardized predicted value. When homoscedasticity is met, residuals will form a pattern less cloud of dots. Lack of homoscedasticity is most easily seen in a standardized scatterplot, furthermore, is shown by higher errors (residuals) for some portions of the range compared to others (Hair *et al.*, 2021). The results of the scatter plots had an upward diagonal pattern this meant that when X- variable increased the Y variable tended to increase as well. There were no heteroscedasticity problems. The detailed pectoral results are in Figure 4.2.

### **3.10.7 Normality**

Regression analysis assumes that variables have normal distributions. Non-normally distributed variables (highly skewed or kurtosis variables, or variables with substantial outliers) can distort relationships and significance tests. There were several pieces of information that were useful to the researcher in testing this assumption: visual inspection of data plots, skew, kurtosis, gave researchers information about normality, and Kolmogorov-Smirnov tests provide inferential statistics on normality (Hair *et al.*, 2021). This study utilized Normal P-P plots and scatter plots which showed a reasonable normal distribution of all variables. Figure 4.1. The ANOVA was used. The ANOVA states that if the F significance value for normality component is greater than the critical value ( $\alpha < 0.05$ ), then there is significant normality (Hair *et al.*, 2021). The ANOVA had statistically significant effect (p-value  $< 0.000$ ) as detailed in Table 4.11.

### **3.12 Ethical Consideration**

According to Bryman & Bell (2015), ethics are norms or standards of behaviour that guide moral selections about our behaviour and our relationships with others. Thus, the researcher observed the rights of all respondents and the information shared by respondents is confidential. In this study, all matters relating to research ethics were taken into considerations by observing the following; names of respondents were not disclosed and the data obtained from the respondents was purposely used for the study. Before collecting data, researcher sought a permission letter from the Open University of Tanzania followed by the letter from the Ruaha Catholic University, which was the area of study.

## **CHAPTER FOUR**

### **DATA ANALYSIS OF FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents, analyses, findings of data from the field. The findings obtained relied on the Influence of Ethical Practices on Organisational Performance in Higher Education Institutions, with Special reference to Ruaha Catholic. The chapter consists of two parts, which are descriptive and inferential analysis. The descriptive analysis refers to respondent demographic profile about their gender, age, marital status, academic qualification, and duration spent working with the RUCU, while inferential analysis refers to judgments of the probability that an observed difference between groups is a dependable one or one that might have happened by chance in the study. Therefore, the Pearson's Correlation Coefficient, Multiple Regression Analysis, Model Summary, ANOVA and coefficients are run to unveil the relationships between the independent and dependent variables.

#### **4.2 Demographic Description**

This section presents the demographic characteristics of the respondents. The researcher utilized frequencies and percentages to identify data characteristics. Nominal scales were employed in the background section of the questionnaire to acquire the respondents' personal histories of which covered five categories: (1) Gender (2) Age (3) Marital Status (4) Academic qualification, and (5) duration of work experience with RUCU. In this study, 148 surveys questionnaire were sent to target respondents and there were 148 responses in which 3 were not valid because respondents did not answer over 30% of mandatory statements or they filled in the

same option for all questions. As a result, 145 valid answers could be used to analyse, this means that validity rate was 97%. The sample characteristics are showed in the Table 4.1.

**Table 4.1: Respondents` Characteristics**

	<b>Variable</b>	<b>Category</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1	Gender	Female	74	51.0
		Male	71	49.0
2	Age	<b>Total</b>	<b>145</b>	<b>100.0</b>
		20-30	37	25.5
		30-40	38	26.2
		40-50	48	33.1
		50-60	12	8.3
		61 and above	10	6.9
3	Marital status	<b>Total</b>	<b>145</b>	<b>100.0</b>
		Single	64	44.1
		Married	77	53.1
		Divorced	2	1.4
		widow/er	2	1.4
4	Education level	<b>Total</b>	<b>145</b>	<b>100.0</b>
		Certificate	13	9.0
		Diploma	10	6.9
		Advanced Diploma	7	4.8
		Degree	45	31.0
		Masters	55	37.9
		Doctorate	15	10.3
5	Duration of work with RUCU	<b>Total</b>	<b>145</b>	<b>100.0</b>
		below five years	51	35.2
		5-9	32	22.1
		10-14	40	27.6
		15 years and above	22	15.1
		<b>Total</b>	<b>145</b>	<b>100.0</b>

**Source:** Research Findings (2024).

The findings in Table 4.1 indicated that 74(51%) of the respondents were female and male were 71 (49%). Despite the fact that the females in this study were more than male there is a satisfactory gender balance regarding research topic on the influence of ethical practices towards organisational performance. It is then obvious that both males and female could have the same thoughts or different regarding this study. Furthermore, the findings in Table 4.1, shows that respondents with the age between 30 to 40 years old were 38 (26.2%), age between 40 to 50 years old were 48 (33%)

and those with the age of 50 to 60 years old were 12 (8.3%) while the remaining age fall under the age of between 20 to 30 years old are were 37 (25.5%). This indicates that most of the respondents involved in this study were mature enough to perceive ethical and unethical matters that can impact positively or negatively on an organisation.

With regard to Marital status staff members of RUCU who responded to the questionnaire, 64(41.1%) were single, 77(53.1%) were, married while 2 (1.4% were divorce and widowed). The indication that majority of RUCU staff are married is a positive indication of stability of staff, which is good for purposes of productivity. On the other hand, the relatively higher percentage of the singles can create a challenge to the university as they can easily relocate. Therefore, the university has to commit them through developing and training so that they can be retained. The study was interested also to get different opinions and views as shown in the Table 4.1.

With regard of education level of respondents, the finding as presented in Table 4.1 showed that about 55 (37.9%) respondents were those with Master's Degree, 44 (31%) had Bachelor's degree, 15 (10.3%) had Doctorates, 10(6.9%) had diploma and 7(4.8%) had advanced diploma while 13 (9%) were holders of Certificates. These findings indicated that respondents were of different levels of education, which may lead to different perceptions and knowledge regarding ethical practices at Ruaha Catholic University.

On top of that, majority of respondents as presented on Table 4.1 above revealed that 51(35.2%) had working experience below five years, 40 (27.6%) had working

experience of 10-14 years, 32 (22.1%) had working experience of 5-9 years, followed by 22(15.1%) of the respondents who had working experience of 15years and above. This revealed that majority of respondents had working experience below five years followed by those between 10-14years, which might influence different perceptions on the context of ethical practices at RUCU.

### **4.3 Analysis Based on Descriptive Statistics of Specific Objectives**

#### **4.3.1 The Influence of Preconvention stage Level of Moral Development Ethical Practices on Organizational Performance (Discipline and Fear of Punishment)**

The Table 4.2 on the survey of pre-conventional indicator; discipline as an influence on organisation performance overall results suggests that some employees find disciplinary actions effective in encouraging ethics and preventing misconduct. This is proved by the mean score (3.84) and a higher percentage agreeing (49%) and 26.4% strongly agreeing which suggests a moderate belief that disciplinary actions encourage ethical practices. This suggests that there's room for improvement. A strong preference exists for open communication and constructive dialogue as a way to promote a positive work environment.

The highest mean score (4.25) and a strong majority agreeing (88.3%) suggest a clear preference for open communication and dialogue. The results suggest that while there is a general agreement that disciplinary actions at RUCU somewhat encourage ethical practices, there is room for improvement. A significant portion of employees feel the focus might be more on rule compliance than fostering ethical behaviour, with a mean score of 3.72 (45.5%) & (24.1%) agree and strongly agree.

Employee recognition practices could also benefit from review. The overwhelming support for open communication suggests it could be a valuable tool for RUCU to address these concerns and promote a more positive work environment.

**Table 4.2: Responses on Employee Discipline at RUCU**

Question items	Strong Disagree		Disagree		Neutral		Agree		Strong Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
The disciplinary actions at our university definitely encourage ethical practices.	5	3.4	15	10.3	16	11.0	71	49.0	38	26.2	3.84
The disciplinary practices at the University here encourage simply compliance with rules.	5	3.4	21	14.5	18	12.4	66	45.5	35	24.1	3.72
The University disciplinary systems prevent unethical practices/ behaviours effectively	5	3.4	15	10.3	24	16.6	67	46.2	34	23.4	3.76
The University's approach to employee recognition is a positive reinforcement	4	2.8	15	10.3	29	20.0	63	43.4	34	23.4	3.74
Open communication and constructive dialogue would be most effective in promoting ethical behaviour and a positive work environment	5	3.4	5	3.4	7	4.8	60	41.4	68	46.9	4.25

**Source:** Research Findings (2024).

**Table 4.3: Responses on Employee Fear of Punishment at RUCU**

Question items	Strong Disagree		Disagree		Neutral		Agree		Strong Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
I follow the University policies only because I am afraid of negative consequences	45	31.0	42	29.0	16	11.0	22	15.2	20	13.8	2.52
There are sufficient incentives to behave ethically beyond avoiding punishment.	18	12.4	42	29.0	24	16.6	43	29.7	18	12.4	2.95
There is pressure to work ethically to avoid getting in trouble	19	13.1	44	30.3	24	16.6	41	28.3	17	11.7	3.76
Fear of punishment influences my day-to-day work place decisions.	32	22.1	46	31.7	22	15.2	33	22.8	12	8.3	2.63
The threat of negative consequences is the main reason employees at Ruaha Catholic University follow ethical guidelines.	24	16.6	44	30.3	24	16.6	35	24.1	18	12.4	2.86

**Source:** Research Findings (2024).

The Table 4.3 on the survey of pre-conventional indicator; Fear of Punishment as an influence of ethical behaviour results suggests that; while fear of punishment plays a role in influencing ethical behaviour at Ruaha Catholic University, it is not the sole motivator. Mean scores of Statements 1, 4, and 5 show moderate disagreement (mean scores 2.52-2.86) with the idea that fear is the primary reason for ethical behaviour. However, a significant portion (29.0%-36.5%) agree or strongly agree with these statements, indicating that fear does influence some employees. Statement 2 posted a more neutral perspective with a mean score of 2.95, suggesting other factors besides fear also motivate ethical behaviour. Statement 3 had the highest mean score of 3.76 highlighting that pressure to avoid negative consequences is a notable influence for some employees. Generally, the analysis suggests a

complex interplay of fear, also there are other incentives, and individual values shaping ethical behaviour at Ruaha Catholic University.

#### 4.3.2 The Influence of Conventional Level of Moral Development Ethical Practices on Organizational Performance. (Ethical Codes and Teamwork)

**Table 4.4: Responses on Ethical Codes at RUCU**

Question items	Strong Disagree		Disagree		Neutral		Agree		Strong Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
I am aware of the University codes of conduct.	5	3.4	6	4.1	8	5.5	71	49.0	54	37.2	4.13
The University Codes of Conduct accurately reflect the organization's values.	5	3.4	6	4.1	10	6.9	67	46.2	57	39.3	4.14
When at work station am often guided by the university codes of ethics in making decisions.	3	2.1	9	6.2	16	11.0	79	54.5	38	26.2	3.97
Generally effective codes of ethics help prevent unethical practices or behaviour	3	2.1	3	2.1	15	10.3	70	48.3	54	37.2	4.17
At our university there is zero tolerance of unethical practices	7	4.8	21	14.5	30	20.7	58	40.0	29	20.0	3.56

**Source:** Research Findings (2024).

The Table 4.4 on the survey of conventional indicator; ethical codes as an influence of ethical behaviour results suggests that employees at RUCU demonstrate a high level of awareness (86.2%) and positive perception (mean scores of (4.13-4.17) of the university's ethical codes. The employees generally believe the codes reflect the organization's values and acknowledge their effectiveness in preventing unethical behaviour. However, while most agree that the university has zero tolerance for unethical practices (60.0%), there's a gap between awareness and consistent application, with some employees not always actively observing the codes in daily

decision-making (80.7%). This suggests that further efforts might be needed to bridge the gap between awareness and consistent application of the ethical codes in practice.

**Table 4.5: Responses on Teamwork at RUCU**

Question items	Strong Disagree		Disagree		Neutral		Agree		Strong Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Team work is very important in our organization	3	2.1	1	.7	5	3.4	53	36.6	83	57.2	4.46
I feel comfortable discussing and finding solutions to ethical dilemmas with my teammates	3	2.1	1	.7	8	5.5	76	52.4	57	39.3	4.26
I never feel pressured to conform to group's behaviour even if it goes against my ethical principles.	12	8.3	14	9.7	25	17.2	58	40.0	36	24.8	3.63
Leadership in our teams' endeavours to create an ethical culture work environment.	1	.7	9	6.2	11	7.6	76	52.4	48	33.1	4.11
Strong teamwork influences ethical decisions making in our department.	5	3.4	6	4.1	7	4.8	61	42.1	66	45.5	4.22

**Source:** Research Findings (2024).

The Table 4.5 on the survey of conventional indicator; Teamwork as an influence of ethical behaviour results suggests that employees at RUCU generally value teamwork (mean score of 4.46) and believe it is important within the organization (93.8% agree or strongly agree). They also feel comfortable discussing ethical dilemmas with teammates (81.7% agree or strongly agree) and are not pressured to compromise their ethical principles for group behaviour (64.8% agree or strongly agree). The majority (85.5% agree or strongly agree) believe that leadership plays a role in creating an ethical work environment (mean score of 4.11).

The direct influence of strong teamwork on ethical decision-making (87.3% agree or strongly agree). This suggests that while teamwork is valued and employees feel comfortable discussing ethics, there might be room for improvement in leadership's emphasis on ethical culture and ensuring teamwork directly promotes ethical behaviour. These findings suggest that RUCU fosters a collaborative environment where employees value teamwork and see its potential to promote ethical behaviour. However, addressing the pressure to conform and further strengthening leadership's role in creating an ethical culture could be areas for strengthening.

### 4.3.3 The Influence of Postconventional Level of Moral Development Ethical Practices on Organizational Performance (Integrity and Accountability)

**Table 4.6: Responses on Integrity at RUCU**

Question items	Strong Disagree		Disagree		Neutral		Agree		Strong Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
I strongly believe that personal integrity is the reason of success in accomplishing my daily duties	5	3.4	1	.7	10	6.9	58	40.0	71	49.0	4.30
I feel confident that any unethical practice in our university would be adequately addressed and rectified by those in charge.	6	4.1	6	4.1	15	10.3	73	50.3	45	31.0	4.00
Often when I encounter situations at workplace where I need to make difficult choices between personal gain and upholding ethical principles, I stand by my values	4	2.8	3	2.1	17	11.7	72	49.7	49	33.8	4.10
As an employee I feel it's my duty to safeguard my employer's properties. (e.g. switching off lights when am out of office, ensure effective use of office utilities, etc.)	3	2.1	1	.7	3	2.1	58	40.0	80	55.2	4.46
Our university encourages and supports employees acting with integrity even when it might conflict with short term priority	4	2.8	1	7.6	20	13.8	64	44.1	46	31.7	3.94

**Source:** Research Findings (2024).

The Table 4.6 on the survey of postconventional indicator; Integrity as an influence of ethical behaviour results suggests based on the information in the table, employees at RUCU seem to value personal integrity (mean score of 4.30) and believe it' is crucial for success (89.0% agree or strongly agree). They also feel a sense of duty to safeguard the university's property (95.2% agree or strongly agree) and generally stand by their ethical values when faced with difficult choices (83.5% agree or strongly agree). However, there is less confidence in the university's ability to adequately address unethical practices (81.3% agree or strongly agree) and some ambiguity regarding the organization's support for prioritizing integrity over short-term gains (75.8% agree or strongly agree). This suggests that while personal integrity is valued and employees demonstrate a commitment to ethical behaviour, there might be a need for stronger assurance in the university's response to ethical issues and clearer emphasis on prioritizing integrity over short-term considerations.

**Table 4.7: Responses on Accountability at RUCU**

Question items	Strong Disagree		Disagree		Neutral		Agree		Strong Agree		Mean
	F	%	F	%	F	%	F	%	F	%	
Ruaha Catholic University fosters a culture of accountability, where individuals and teams are held responsible for their ethical actions.	2	1.4	5	3.4	20	13.8	65	44.8	53	36.6	4.12
I believe that a strong culture of ethical accountability practices contributes to the University's performance.	2	1.4	3	2.1	8	5.5	61	42.1	71	49.0	4.35
I feel it's my duty and responsibility to accomplish my specific duties on the job to attain the objective of the University	1	.7	1	.7	5	3.4	49	33.8	89	61.4	4.53
The university transparently communicates its ethical decision-making processes and outcomes to its employees.	6	4.1	13	9.0	20	13.8	58	40.0	48	33.1	3.89
I always meet my work deadlines	2	1.4	5	3.4	11	7.6	69	47.6	58	40.0	4.21

**Source:** Research Findings (2024).

The Table 4.7 on the survey of postconventional indicator; accountability as an influence of ethical behaviour results suggests based on the information in the table, there seems to be a mixed perception of ethical accountability culture at RUCU. While the majority agree that accountability is important for the university's performance with a mean score of 4.12, (91.1% agree or strongly agree) and employees feel a strong sense of duty to fulfil their responsibilities with the mean of 4.35, (95.2% agree or strongly agree), there are concerns about the actual implementation and communication of ethical accountability practices. Only 81.4% agree or strongly agree that RUCU fosters a culture of accountability, and there is even less agreement (73.1% agree or strongly agree) about the university's transparency in communicating its ethical decision-making processes. This suggests that while the importance of ethical accountability is recognized, there might be a gap between its theoretical framework and its practical application within the organisation.

#### 4.3.4 The Dependent Valuable: Organisational Performance

**Table 4.8: Responses on Organizational Performance at RUCU**

Question items	Strong Disagree		Disagree		Neutral	Agree		Strong Agree		Mean	
	F	%	F	%		F	%	F	%	F	%
A strong commitment to ethical practices positively impacts Ruaha Catholic University's overall performance	1	.7	3	2.1	11	7.6	64	44.1	66	45.5	4.32
Ethical behavior contributes to a more positive and productive work environment at the university	1	.7	4	2.8	8	5.5	63	43.4	71	49.0	4.37
Ruaha Catholic University's reputation for ethical conduct attracts and retains high-quality students and staff.	2	1.4	7	4.8	12	8.3	60	41.4	64	44.1	4.22
Upholding ethical principles leads to better decision-making and improved outcomes for the university community	1	.7	1	.7	2	1.4	72	49.7	69	47.6	4.43
Employee responsible behaviours and ethical practices contributes positively to the image of the University and vis a vie	1	.7	8	5.5	6	4.1	58	40.0	72	49.7	4.43

**Source:** Research Findings (2024).

The Table 4.8 on the survey of organisational performance; results suggest based on the information in the table RUCU employees overwhelmingly believe ethical practices positively impact the University: Overall Performance: Over 89% agree (mean score 4.32) that ethical commitment benefits the university. Work Environment: Over 89% agree (mean score 4.37) that ethical behaviour fosters a positive and productive atmosphere. Reputation: Over 86% agree (mean score 4.22) that an ethical reputation attracts and retains talent. Decision-Making: Nearly 97% agree (mean score 4.43) that ethical principles lead to better decisions and outcomes. Employee Image: Over 90% agree (mean score 4.43) that responsible employee behaviour and ethical practices contribute positively to the university's image.

#### **4.4 Analysis of Findings by Objectives**

##### **Relationship between Independent Variables and Dependent Variable**

Pearson Correlation Coefficient is a method that measures the strength of the linear relationship between two variables. It also indicates the direction, the strength and significant of the relationship among all variables. The value for a Pearson 's correlation can fall between 0.00 and 1.00. The value of 0.00 means there is no correlation whereas 1.00 means that is a perfect correlation.  $H_0$  hypothesis is rejected when P value  $<0.05$ , otherwise accept.

**Table 4.9: Pearson Correlation Coefficients****Performance and other independent variables**

		Preconventional	Conventional	Postconventional	Performance
Preconventional	Pearson Correlation	1	.500**	.360**	.241**
	Sig. (2-tailed)		.000	.000	.004
	N	145	145	145	145
Conventional	Pearson Correlation	.500**	1	.746**	.695**
	Sig. (2-tailed)	.000		.000	.000
	N	145	145	145	145
Postconventional	Pearson Correlation	.360**	.746**	1	.717**
	Sig. (2-tailed)	.000	.000		.000
	N	145	145	145	145
Performance	Pearson Correlation	.241**	.695**	.717**	1
	Sig. (2-tailed)	.004	.000	.000	
	N	145	145	145	145

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source:** SPSS output (2024).

#### 4.4.1 Correlation Coefficients

Table 4.9 shows Pearson Correlation Coefficients between dependent variable (Organizational Performance) and each independent variable (Preconventional Conventional, and postconventional ethical practices) had significant association.

#### 4.4.2 Influence of Preconventional Moral Development Ethical practices and Organizational Performance

Table 4.9 shows that, there is a statistically significant relationship between Preconventional moral development ethical practices and organizational performance. This is for the reason that the p-value is equal to 0.004 and less than

alpha value 0.01. Moreover, Hair et al (2007) addressed the strength of relationship between the coefficient ranges of 0.21 to 0.40 as small but definite relationship. The value of the correlation coefficient, which is (**0.241**), falls in the coefficient range of 0.21 to 0.40. This showed a small but definite relationship between moral reasoning stage Preconventional and Organizational Performance.

#### **4.4.3 Influence of Conventional Moral Development Ethical Practices and Organizational Performance**

More so, table 4.9 shows that, there is a statistically significant relationship between Conventional moral development ethical practices and organizational performance. This is for the reason that the p-value is equal to 0.000 and less than alpha value 0.01. Moreover, Hair et al (2007) addressed the strength of relationship between the coefficient ranges of 0.41 to 0.70 as moderate. The value of the correlation coefficient, which is (**0.695**), falls in the coefficient range of 0.41 to 0.70. This showed a moderate association between moral reasoning stage Conventional and Organisational Performance.

#### **4.4.4 Influence of Postconventional Moral Development Ethical Practices and Organizational Performance**

Furthermore, Table 4.9 shows that, there is a statistically significant relationship between postconventional moral development ethical practices and organizational performance. This is for the reason that the p-value is equal to 0.000 and less than alpha value 0.01. Moreover, Hair et al. (2007) addressed the strength of relationship between the coefficient ranges of 0.71 to 0.90 as high. The value of the correlation coefficient, which is (0.717), falls in the coefficient range of 0.71 to 0.90. This

showed a high association between moral reasoning stage postconventional and Organizational Performance. There's a positive association between all stages of moral reasoning, suggesting some degree of progression. As individuals move from preconventional to conventional and postconventional stages, their performance may also improve.

#### **4.5 Regression Analysis**

##### **Multiple Regressions on the Influence of ethical practices on Organizational Performance**

A multiple regression analysis was conducted to measure the relationship between independent variables Preconventional, Conventional and Postconventional ethical practices with the dependent Organizational Performance. Multiple regressions analysis is a technique for estimating the value on the criterion variable from values on two or more other variables (Burns & Burns, 2008). However, before conducting multiple regression, multicollinearity test, model fitness test, normality test and heteroscedasticity test were conducted and their results are as presented in Table 4.10.

#### **4.6 Testing assumptions of Multiple Regressions**

##### **4.6.1 Multicollinearity Test**

The Table 4.10 reveals that Preconventional, Conventional and postconventional have a tolerance value of 0.750, 0.382, 0.443 respectively, of which is bigger than the cut-off tolerance value 0.1, still, VIF value 1.334, 2.621, and 2.258 shows that Preconventional, Conventional and postconventional has a smaller value than 10. This result proved that multicollinearity was not found.

**Table 4.10: Collinearity Statistics**

	<b>Tolerance</b>	<b>VIF</b>
(Constant)		
Preconventional	.750	1.334
Conventional	.382	2.621
Postconventional	.443	2.258

**Source:** Analysis of Survey Data 2024.

#### 4.6.2 Model Fitness Test

**Table 4.11: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 <sup>a</sup>	.585	.576	2.03536

a. Predictors: (Constant), Postconventional, Preconventional, Conventional

Table 4.11 shows that,  $R^2$  value is equal to 0.585, meaning that the model explains 58.5% of the linear combination of independent variables in the regression analysis predicts total variance in the Organizational Performance study. It indicated that preconventional moral ethical factors (fear of punishment and discipline) Conventional moral ethical factors (collaborative teamwork and code of ethics) and postconventional moral ethical factors (integrity and accountability) were explained 58.5%.

The Adjusted  $R^2$  value is equal to 0.576, It helps to compare the model's fit across studies with different numbers of independent variables. While the variation in the organizational performance was, only 41.5% of the variations of variables which are not included in the model. Std. Error of the Estimate value (2.03536) reflects the standard deviation of the residuals (errors) in the model. It provides an estimate of the average difference between the predicted values from the model and the actual values of the dependent variable. The relationship between all independent variables and dependent variable were significantly strong, at the significance of 0.000 as

indicated in the ANOVA table 4.12 below as the sample size was suitable ( $N = 145$ ).

We conclude that the goodness of fit of the model is acceptable.

**Table 4.12: Analysis of Variance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	823.506	3	274.502	66.261	.000 <sup>b</sup>
	Residual	584.122	141	4.143		
	Total	1407.628	144			

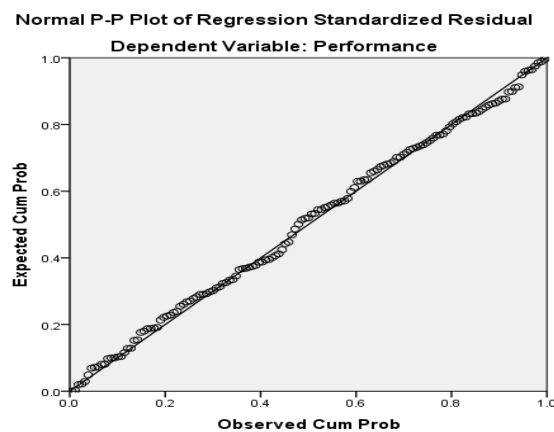
a. Dependent Variable: Performance

b. Predictors: (Constant), Postconventional, Preconventional, Conventional

**Source:** Analysis of survey data (2024).

A model fitness test was conducted through the analysis of Variance (ANOVA). This shows the extent to which the model explains the dependent variable Organizational performance. By considering the sum of squares in Table 4.12. Based on this ANOVA table, the regression model has a statistically significant effect ( $p$ -value  $< 0.000$ ) on the dependent variable. The model explains a considerable amount of the variance in the dependent variable (Regression SS = 823.506) compared to the unexplained variance (Residual SS = 584.122). The F-statistic (66.261) also suggests a strong effect of the model. Therefore, this model is highly significant in explaining the dependent variable Organizational Performance, as indicated in the table above.

### 4.6.3 Linearity of Variables



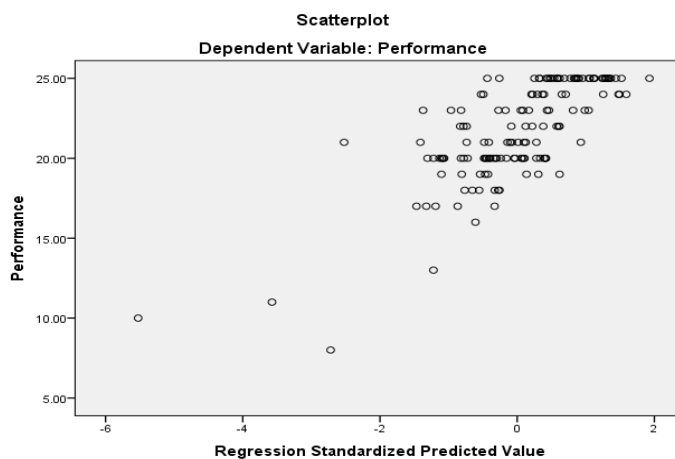
**Figure 4.1: Normal P-P Plot of regression**

**Source:** Analysis of survey data (2024).

Figure 4.1 shows that Normal P-P Plot, the rather straight line went from the bottom left to the top right indicated the linear relation between all independent variables and dependent variable.

#### 4.6.4 Homoscedasticity Test

Homoscedasticity means that the variance of errors is the same across all levels of the independent variables (IV). When the variance of errors differs at different values of the IV, heteroscedasticity is indicated. The results of the scattered plots are as presented in figure 4.2, below, indicated that the scattered plots had an upward diagonal pattern, this means that as the X-variable increases, the Y-variable tends to increase as well hence Positive correlation, Therefore, there is no heteroscedasticity problem and for that the multiple regression analysis can be conducted.



**Figure 4.2: Scatterplot**

**Source:** Survey results, (2024)

**Table 4.13: Regression Coefficients**

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
(Constant)	4.368	1.355		3.225	.002
Preconventional	-.067	.031	-.134	-2.138	.034
Conventional	.235	.048	.431	4.906	.000
Postconventional	.238	.044	.443	5.440	.000

**a. Dependent Variable: Performance**

**Source:** Analysis of survey data (2024).

#### 4.7 Regression Coefficients

The study aimed at comparing the contribution of each independent variable from Table 4.13 shows that the unstandardized coefficient (B) for the constant term is 4.368. This represents the predicted value of "Performance" when all the independent variables (Preconventional, Conventional, Postconventional) are equal to zero.

**Preconventional level of ethical practices (Beta = -.134, p-value = .034):** There's a negative and statistically significant relationship between preconvention stage of moral development of ethical practices and organisational performance. This suggests that higher scores on preconventional moral ethical practices (which typically prioritize discipline and avoiding punishment) are associated with lower Organisational performance. It was noted that the relationship is statistically significant since P-values is below 5% (0.05).

**Conventional level of ethical practices (Beta = .431, p-value = .000):** There is a positive and statistically significant relationship between convention stage of moral development of ethical practices and organisational performance. This is because P-values is below 5% (0.05). This indicates that higher scores on conventional ethical practices (which emphasize following RUCU ethical codes and collaboration in teamwork) are associated with higher Organisational performance.

**Postconventional level of ethical practices (Beta = .443, p-value = .000):** There is a positive and statistically significant relationship between postconventional stage of moral development of ethical practices (which focuses on universal ethical principles

of integrity and accountability) and Organizational performance. This is because P-values is below 5% (0.05). This suggests that higher scores on postconventional moral ethical practices are associated with higher organisational performance.

A simple regression model was used in determining the level of influence the independent variable have on dependent variable as shown below: -

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$$

$$Y = 4.368 + -0.067X_1 + 0.235X_2 + 0.238X_3 + \epsilon$$

Preconventional ethical practice was found to have a negative influence on organizational performance in RUCU ( $X_1 = -0.067$ ,  $P = 0.034 < 0.05$ ,  $t = -2.138$ ,  $\beta = -0.067$ ). This shows that one-unit change in preconventional ethical practices will results in - 0.067unit decrease in organization performance, other factors held constant. Conventional ethical practices were found to have a positive influence on organization performance in RUCU ( $X_2 = 0.235$ ,  $P = 0.000 < 0.05$ ,  $t = 4.906$ ,  $\beta = 0.235$ ). This shows that one-unit change in conventional ethical practices results in 0.235 unit increase in organization performance, other factors held constant. Postconventional practice was found to have a positive influence on organization performance in RUCU ( $X_3 = 0.238$ ,  $P = 0.000 < 0.05$ ,  $t = 5.440$ ,  $\beta = 0.238$ ). This shows that one-unit change in postconventional ethical practices results in 0.238 unit increase in organizational performance, other factors held constant.

#### **4.8 Summary of Hypothesis Testing**

The main objective of the study was to assess the influence ethical practices on Organisational Performance in Higher Learning Institution in Iringa Municipality with reference to Ruaha Catholic University. The study was driven by three

alternative hypotheses that were tested on statistical tests to assess the validity of the research objective to accept or reject an argument in order to achieve the overall objective. The findings show that all three alternative hypotheses were accepted. In regression model, Preconventional ethical practices were found to have negative and significant influence on organisational performance with (B-value= -0.067,  $P=0.034<0.05$ ). Moreover, conventional and postconventional were found to have positive influence on organisational performance with (B-value= 0.235,  $P=0.000<0.05$ ), and (B-value= 0.238,  $P=0.000<0.05$ ) respectively, with highly significant relationships See Table 4.14 summary of hypothesis.

**Table 4.14: Summary of Hypothesis Testing**

Hypothesis	Model	Coefficient P-Value	Conclusion
<b>H<sub>1</sub></b> There is significant influence of the pre-convention stage of moral development practices on organisational performance of RUCU	Multiple Regression model	$P=0.034<0.05$	<b>Accepted H<sub>1</sub></b>
<b>H<sub>2</sub></b> There is significant influence of the convention stage of moral development practices on organisational performance of RUCU	Multiple Regression model	$P=0.000<0.05$	<b>Accepted H<sub>2</sub></b>
<b>H<sub>3</sub></b> There is significant influence of the post-convention stage of moral development practices on organisational performance of RUCU	Multiple Regression model	$P=0.000<0.05$	<b>Accepted H<sub>3</sub></b>

**Source:** Field Data (2024).

#### 4.9 Discussion of the Findings

In this part, findings of the study were discussed. The main objective of the study was to assess the influence ethical practices on Organisational Performance in Higher Learning Institution in Iringa Municipality with reference to Ruaha Catholic University and the specific objective of the study were as indicated below:

- i. To determine the extent of preconvention stage of moral development of ethical practices as influencing factor in organisational performance.
- ii. To find out the role played by conventional level of moral development ethical practices on organisational performance.
- iii. To assess the effect of post conventional stage of moral development ethical practices on organisational performance.

#### **4.9.1 The Influence of Preconvention Stage of Moral Development of Ethical Practices on Organisational Performance**

This study examined the influence of pre-conventional moral development ethical practices on organisational performance at Ruaha Catholic University (RUCU). The findings are aligned with Kohlberg's theory (Kohlberg, 1973), mirroring results from Van Der Leij et al. (2021) who linked teacher ethics (a form of moral conduct) to positive student behaviour. Kohlberg's theory proposes that ethical reasoning progresses through stages, with higher stages associated with better decision-making. This study's findings support this notion, as higher moral development stages (conventional and post-conventional) were linked to improved performance at RUCU. However, it should be noted that, although there is a statistically significant influence of pre-conventional practices on organisational performance at RUCU. The findings suggest that pre-conventional practices have a negative impact on RUCU's performance, hence the need for further analysis. (B-value= -0.067, P=0.034<0.05).

However, the study also revealed a negative association between pre-conventional practices (discipline and punishment avoidance) and organisational performance. This resonates with Hofstede's (1980) framework on cultural dimensions, suggesting

that unspoken norms and cultural expectations might influence ethical behaviour alongside abstract moral reasoning. The results also connect well with the study of Anekwe et al. (2023) built upon Iheanacho et al.'s (2017) study on employee perceptions of discipline, punishment, and performance. Their study, indicated interesting, a negative correlation between punishment (suspension, dismissal) and performance.

In their study they had suggested that disciplinary measures that focus on positive reinforcement and development may be more effective than punishment in motivating employees and achieving organisational goals. The descriptive results of the current study, on discipline indicated that discipline played a better role than fear of punishment as indicators of preconventional moral development stages of ethical practices and their influence on organisational performance. In the same perspective; the study of Kuncorowati and Rokhmawati (2018) suggests that effective discipline motivates employees to internalize and follow workplace rules and values unlike fear of punishment.

The highest mean score (3.76) for statement No.3 of the indicator, fear of punishment, highlights that pressure to avoid negative consequences is a notable influence for some employees. While the statement No. 1 on the indicator discipline: *The disciplinary actions at our university definitely encourage ethical practices*, had a mean score of (3.84), indicating that discipline at RUCU plays an important role to ensure ethical practices. Important to note is that, Mean scores: on the fear of punishment, Statements 1, 4, and 5 show moderate disagreement (mean scores 2.52-2.86) with the idea that fear is the primary reason for ethical behaviour

Furthermore, the current study findings imply that the Kohlberg's theory which was developed using data from western countries is also applicable in the context of Africa. The current study findings collaborate with prior studies as findings, are similar to Agbo's (2020) study on employee discipline in Nigeria, a focus on pre-conventional practices (through disciplinary actions) might improve short-term performance but neglect intrinsic motivation and ethical development.

Likewise, Kikoti and Lameck's (2023) research on Tanzania's maritime sector suggests a reliance on pre-conventional practices through formal systems, potentially hindered the fostering of a more ethical organisational culture. Indicating that reliance on fear or threats for organisational performance may yield very little results, it is therefore, necessary to have open dialogue and communication with employees on matters of discipline, ethical practices rather than instilling of fear. On day-to-day life experience, human beings when coerced to perform out of threats will do their duty but without a minimum human attachment to the action which is dangerous for the sustainability of organisational performance.

Additionally, the multiple regression analysis (MRA) result showed P-value was 0.034 and  $\beta$ -value was -0.067, suggests pre-conventional moral ethical practices had no statistical significant positive impact on organisational performance at RUCU. This indicates that fear of punishment is just one factor, with other incentives and individual values also playing some role. This aligns with studies by Prasad & Adhikari (2021) and Noviarita et al. (2021) that highlighted the importance of respect, teamwork, and ethical leadership in promoting employee performance. The study conformed with Agbo (2020) where by discipline according to his study

improved performance.

Generally, these findings contribute to the understanding of how moral development stages influence ethical practices and organisational performance. They emphasize the need to consider cultural contexts alongside established theories like Kohlberg's model. The importance of going beyond preconventional practices like instilling fear or disciplinary action, that will yield results in the short term, at the cost of long-term, low organisational performance, instead organisations should cultivate values of respect, teamwork and integrity. The individual would be in a more mature moral environment that could lead to improved performance through increased trust, collaboration, open communication and a more genuine commitment to ethical behaviour within organisations (Prasad & Adhikari 2021). The study further suggests that focusing solely on individualistic or utilitarian perspectives (as in Anstett & Guest, 2007) might be insufficient. A broader framework like Kohlberg's that considers various stages of moral development of ethical practices is more comprehensive. The findings and empirical literatures have shown that Preconventional moral ethical practices are the negative predictors on organisational performance at RUCU.

The results on the correlation coefficient, which was **(0.241)**, fell in the coefficient range of 0.21 to 0.40. This showed a small but definite relationship between moral development ethical practices of employees at the stage of Preconventional and Organisational Performance. This result aligns with the Kohlberg's theory which suggests that higher stages of moral development (conventional and postconventional) are associated with better ethical decision-making and

organisational outcomes. Preconventional ethical reasoning, focused on self-interest and avoiding punishment, is generally seen as less ethical. This can be explained that in some cases, preconventional practices like focusing on immediate rewards or avoiding punishment by employees might lead to short-term gains in performance. For example, employees might meet deadlines out of fear of being reprimanded, but this may come at the expense of long-term sustainability or ethical behaviour. These findings align with the study of (Agbo, 2020). The findings were further supported by Prasad & Adhikari, (2021) who underlined that, factors like respect and teamwork boost performance unlike punishment. In the current study, fear of punishment does not contribute positively to organisational performance.

H1: There is a significant relationship between pre-convention stage of moral development practices on organisational performance of RUCU. Reject  $H_0$ , if  $p < 0.05$ . For preconventional, the p-value is less than 0.05, which is 0.034. Thus,  $H_0$  was rejected. It indicates that there is a statistically significant negative impact between pre-convention stage of moral development practices and organisational performance of RUCU.

Interestingly, the study revealed a negative and significant relationship ( $B = -.067$ ,  $p = .034$ ) between pre-conventional practices and performance. This contradicts Kohlberg's theory and warrants further exploration. Perhaps, in the short-term, certain pre-conventional behaviours (focusing on goals, rather than avoiding errors) might lead to performance improvements. However, long-term sustainability might be hampered by unethical behaviour associated with pre-conventional practices. Cultural factors, as noted by Hofstede (1980), might also influence these behaviours. Future research could explore these nuances in more detail.

#### **4.9.2 The Influence of Conventional Level of Moral Development Ethical**

##### **Practices on Organizational Performance**

This study examined the influence of ethical practices on organisational performance at Ruaha Catholic University (RUCU), focusing on the conventional stage of moral development. The findings align with existing literature in several ways, but also offer new insights into the Tanzanian context. The findings were supported by Kolberg's model and consistent with Van Der Leij et al. (2021), who found a positive correlation between conventional practices (ethical codes and teamwork) and performance. This reinforces Kohlberg's theory (Kohlberg, 1973) states that higher moral development stages lead to better ethical decision-making and organisational outcomes.

Furthermore, the findings were similar to Bocean et al. (2022) who explored the positive impact of ethical codes on employee well-being in Romania. this study suggested a similar shift towards the conventional stage in Tanzania. Here, ethical behaviour is driven by shared values and adhering to ethical codes of the university norms, potentially leading to improved well-being and organisational performance. It should be noted that the study differed from previous research of Bocean et al. (2022) by examining the influence of employee ethical practices on organisational performance. While the study of Bocean et al. (2022) investigated the impact of ethical codes on employee well-being. This shift in focus provides a valuable perspective on how employee behaviour directly impacts organizational success.

The current study's findings aligned with Kumasey et al. (2017) who found a positive correlation between ethical codes and employee commitment in Ghana.

Both studies suggest that employees in the conventional stage are motivated by a sense of duty and societal expectations beyond immediate personal gain. The findings were supported by Tetti's (2018) study which highlighted employee adherence to the national code of ethics, particularly in rural areas in Tanzania. This aligns with the conventional stage's emphasis on fulfilling societal obligations and contributing to the greater good, potentially leading to improved financial performance.

While Nartey (2021) and Khamis (2019) also explored teamwork and its link to performance, specifically Khamis (2019) study had been done on secondary schools, it focused on factors like communication, trust, and effective leadership reflects a move beyond pre-conventional motivations. He discovered that there was strong positive correlation between these elements and performance suggest an internalization of ethical behaviour driven by a sense of shared responsibility and adherence to social norms within teams. These are aligned with the current study as it specifically analysed collaborative team work's relationship within the Tanzanian university context (RUCU). Performance. This enriches our understanding of how ethical practices manifest and influence performance in private higher learning institutions.

Moreover, the studies by Munezero (2022) and Ikoojo et al. (2023) support the results of the current study as they highlight the positive impact of teamwork practices like communication, motivation, and strong leadership on organisational productivity (Munezero, 2022; Ikoojo *et al.*, 2023). These practices resonate with the conventional level of moral development, which emphasizes fulfilling social roles

and expectations (Munezero, 2022). Effective communication fosters trust and understanding within teams, enabling collaboration and adherence to shared goals (Munezero, 2022). Furthermore, strong leadership ensures fair treatment and promotes a sense of shared responsibility, aligning with the conventional focus on maintaining social order within groups (Ikoojo *et al.*, 2023). Hence underlining the contribution of collaborative teamwork as an ethical influencing factor that adds value to organisational performance.

Interestingly, the study of Ibrahim (2020) examined the relationship between organisational ethics and employee performance within the Nigerian airline industry and did not concur with the findings. In his study, teamwork showed a negative, though statistically insignificant, association with performance. The study suggested that strong ethical practices, fostering responsible behaviour and adherence to social norms within the organisation, contribute to improved airline industry performance. However, the study highlights the need for further investigation into the precise impact of teamwork in this context.

The findings from the current study also collaborate with the findings by Nartey's (2021) Ghanaian study on teamwork and performance it primarily focused on individual employee behaviour, elements like shared responsibility and collaboration. The results indicated positive correlation between teamwork and performance fulfilling social norms and contributing to the collective good. However, the study acknowledgement of personality clashes highlights potential obstacles to fully embracing a conventional approach. The study recommended addressing these conflicts through training programs.

In brief, the study contributes to the broader field of knowledge by: Supporting Kohlberg's theory in the context of Tanzanian higher education institutions, highlighting the importance of ethical codes and teamwork in fostering a conventional stage of moral development within organisations and identifying areas for improvement. Such improvement can be as bridging the awareness of ethical codes and application gap and strengthening leadership's role in promoting ethical culture. Furthermore, the alternative hypothesis was tested. **H<sub>2</sub>**: This hypothesis stated that there is significant influence of the conventional stage of moral development practices on the organisational performance of RUCU. The results from the MRA revealed that **P-value = 0.000 < 0.05**:  $\beta = 0.235$ ). The p-value was highly significant (less than 0.05), indicating that alternative hypothesis was accepted.

#### **4.9.3 The Influence of Post-conventional Stage of Moral Development Ethical Practices on Organizational Performance**

This study investigated the influence of ethical practices on organisational performance at Ruaha Catholic University (RUCU), focusing on the postconventional stage of moral development. The findings provide strong evidence that; postconventional ethical practices, characterized by a commitment to universal principles like integrity and accountability, are positively and significantly associated with higher organisational performance ( $r = .717$ ,  $p = .000$ ). This aligns with Kohlberg's theory, which suggests that higher stages of moral development led to improved ethical decision-making and organisational outcomes (Kohlberg, 1973). Several studies support the link between postconventional practices and performance observed in this research as indicated below:

Studies by Ferial (2021) in Indonesia and Nagoli et al. (2020) in Uganda supported this notion. Ferial highlights the move towards post-conventional practices in healthcare, where integrity transcends pre-conventional concerns like obedience and personal gain. Similarly, Nagoli et al. found correlations between integrity, commitment, and performance at the Ugandan Civil Aviation Authority, suggesting a shift beyond pre-conventional motivations contributes to organisational performance. Mutuku's (2022) research on information integrity in Kenyan telecom companies highlights the importance of long-term vision and ethical decision-making, aligning with postconventional principles (Mutuku, 2022). These studies, support results of the current one, that suggests ethical practices contribute to sustainable organisational success.

Mchopa et al. (2019) explored ethical procurement in Tanzanian public organisations. Their findings on transparency, accountability, and fairness align with postconventional values of principled decision-making (Mchopa *et al.*, 2019). This supports the broader trend observed in this study of ethical practices driving performance. The alternative hypothesis ( $H_3$ ) stated that there is significant influence of postconventional ethical practices on RUCU's performance. The regression analysis results ( $p = .000 < 0.05$ ) led to the acceptance of  $H_3$ . This confirms a statistically significant positive relationship between postconventional ethical practices and organisational performance at RUCU.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter encompasses the summary of the entire study which exemplify in a short, key findings of the study objectives, conclusions in brief of what was the study about, recommendations based on the lesson learned and proposes area for further studies.

#### **5.2 Summary of Study**

This study was guided by the general objective that was to assess the influence ethical practices on organizational performance in Higher Learning Institution in Iringa Municipality with reference to Ruaha Catholic University. In reference to this general objective, the study specifically examined the extent of preconvention stage of moral development of ethical practices as influencing factor in organizational performance. The study found out the role played by conventional level of moral development ethical practices and the effect of post conventional stage of moral development ethical practices on organisational performance.

The researcher identified six factors/indicators affecting organizational performance, which included Preconventional moral ethical practices (discipline and fear of punishment) conventional moral ethical practices (code of ethics and collaborative teamwork, postconventional moral ethical practices (integrity and accountability). Through this research, higher learning institutions may now have better understanding of how ethical practices contribute positively towards trust of stakeholders, high reputation of organisation image, ethical decision, high employee

morale, engagement/loyalty, sustainable ethical conduct, organisational culture/climate that makes organisational performance possible and how unethical practices can be detrimental to the same.

The study employed quantitative research approach while employing explanatory and descriptive analysis. Explanatory research design was used to test the hypothesis while descriptive research design was used to disclose profile of the respondents and present descriptive statistics. Data were collected from employees at Ruaha Catholic University, in Iringa Municipality, through structured questionnaires that were developed from the three specific objectives. Data were analysed through the use of descriptive and inferential statistics for quantitative data. The Statistical Package for Social Sciences (SPSS) version 21 was fed data and statistical commands were applied. The key findings of the study revealed that ethical practices are based on strong moral principles of adherence to code of ethics teamwork, integrity and accountability positively associated with performance while fear-based compliance had a weak association to organisational performance.

### **5.3 Implication of the Study**

#### **5.3.1 HR Practitioners and University Management**

The findings imply that Human Resource Managers in collaboration with the University Management, should develop training programs that promote ethical behaviour. These programs could focus on fostering a sense of duty, collaborative teamwork, integrity, and accountability among employees. Role-playing exercises and case studies can help employees apply ethical principles to real-world situations.

Findings imply that Human Resource Directors, or Managers can help in creating a work environment that encourages open communication, trust, and adherence to ethical codes. This can involve establishing clear communication channels, fostering a culture of respect, and providing opportunities for employees to voice concerns about unethical behaviour.

### **5.3.2 For Policymakers and Regulators**

Findings imply that policymakers in particular at Higher Learning Institutions could encourage the integration of moral development concepts like Kohlberg's stages into leadership and ethics training programs for organizations within their jurisdictions. This can be achieved through funding initiatives, accreditation requirements, or public awareness campaigns. For example, during induction of new employees to share the university values and principles through an ethical driven seminar. The study suggests that policymakers should consider cultural differences when formulating regulations related to organizational ethics. They can achieve this by involving stakeholders from diverse cultural backgrounds in the policy development process as well as learning from other organizations with multicultural work environment to help prevent in time some unacceptable behaviours from individualistic behaviours.

Findings imply that policymakers could attach incentives to ethical performance measurement and reporting within organizations. This could involve non cash rewards to those employees that strongly uphold organizational values and with strong ethical track records that contribute to the development of a university performance ethical metrics.

### **5.3.3 For Academicians and Researchers**

The study implies that further research could be conducted using longitudinal designs to explore the long-term impact of ethical practices on organisational performance. This would provide a more exact understanding of the cause-and-effect relationship between ethical behaviour and organizational success. Findings imply further that research could investigate the relationship between moral development, leadership styles, and organisational culture. Exploring how leadership styles influence ethical behaviour within organisations with different cultural norms this could provide valuable insights for promoting ethical conduct across diverse settings.

## **5.4 Conclusion**

The results from quantitative data as well as findings provided a meaningful intuition of the relationship between preconventional moral ethical practices (fear of punishment and discipline), conventional moral ethical practices (code of ethics and collaborative teamwork), and postconventional moral practices (integrity and accountability) and organizational performance at Ruaha Catholic University in Iringa Municipality. The findings indicated that, conventional, and postconventional practices had a significant positive influence on organisational performance, while preconventional ethical practices were found to have negative relationship on the same. These conclusions were derived based on the study objectives as follow:

### **5.4.1 The Influence of Preconventional Moral Ethical Practices on Organizational Performance in RUCU**

This study on preconventional moral ethical practices accepted the alternative hypothesis. It had hypothesized that there is a significant influence of the

preconvention stage of moral development practices on organisational performance of RUCU. It indicates that there is a statistically significant negative impact between preconvention stage of moral development practices and organisational performance at RUCU. The study concludes that there is negative relationship between pre-conventional moral ethical practices and organisational performance at Ruaha Catholic University, where changes in one-unit change in pre-conventional ethical practices would result in unit decrease in organisational performance.

#### **5.4.2 The Influence of Conventional Moral Ethical Practices on Organizational Performance in RUCU**

This study on conventional moral ethical practices accepted the alternative hypothesis. It had hypothesized that there is a significant influence of the conventional stage of moral development practices on organisational performance of RUCU. It indicated that there was a statistically significant positive impact between conventional stage of moral development practices and organisational performance of RUCU. The study concludes that there is strong positive relationship between conventional moral ethical practices and organisational performance at Ruaha Catholic University, where changes in one-unit change in conventional ethical practices would result in unit increase in organisational performance.

#### **5.4.3 The Influence of Postconvention Moral Ethical Practices on Organizational Performance in RUCU**

This study on postconvention moral ethical practices accepted the alternative hypothesis. It had hypothesized that there is a significant influence of the postconvention stage of moral development practices on organisational performance

of RUCU. It indicated that there was a statistically significant positive impact between postconvention stage of moral development practices and organisational performance of RUCU. The study concludes that there is strong positive relationship between postconvention moral ethical practices and organisational performance in Ruaha Catholic University, where changes in one-unit change in postconvention ethical practices would results in unit increase in organisation performance and its influence is very significant. In a nutshell, this study contributes to the literature by providing empirical evidence for the positive influence of convention and postconventional ethical practices on organisational performance in a higher education setting. It aligns with Kohlberg's theory and expands our understanding of how ethical reasoning translates to organisational success.

### **5.5 Recommendations of the Study**

Deriving from the above research findings, analyses, discussions and conclusions, the following recommendations are made with regards to the influence of ethical practices on Organisational Performance in Higher Learning Institution in Iringa Municipality with reference to Ruaha Catholic University. Generally, it is recommended that the combined factors of all three moral development stages move beyond fear-based compliance (preconventional) towards a comprehensive approach that emphasizes ethical awareness, strong codes of conduct, ethical leadership, and a culture of open communication that fosters postconventional ethical behaviours as well as ethical decision-making in work environment. Here are some recommendations categorized based on the three moral development stages (Preconventional, Conventional, and Postconventional):

### **5.5.1 Recommendations at the Preconventional Moral Development stage of Ethical Practices**

The survey indicated a reliance on fear of punishment as a motivator for ethical behaviour (e.g., "I follow the University policies only because I am afraid of negative consequences"). Also, the correlation matrix showed a positive but relatively weak association (0.241) between preconventional practices and performance. This suggested that focusing solely on fear of punishment and compliance (preconventional) might have some short-term impact on performance, but it's not the most effective strategy. The study recommends Ruaha Catholic University should reduce reliance on threats and disciplinary actions solely focusing on preconventional practices and emphasize positive reinforcement mutual respect, and intrinsic motivation among employees.

It is further recommended that RUCU should develop ethical awareness strategies, integrate ethics training into employee development programs to foster awareness of ethical codes and their importance beyond avoiding punishment.

### **5.5.2 Recommendations at the Conventional Moral Development Stage of Ethical Practices**

The correlation matrix indicated a strong positive association (0.695) between conventional practices (ethical codes and teamwork) and performance. Thus, suggesting that focusing on ethical codes and teamwork benefited organisational performance. It is therefore recommended Ruaha Catholic University ensures all employees are aware of and understand the university's code of conduct. RUCU can organize workshops and training sessions, induction seminars to enhance

understanding and application of the code in daily work situations. (See items: 1&3 "I am aware of the University codes of conduct" & "When at work station am often guided by the university codes of ethics in making decisions") with the mean score of these were 4.13 and 3.97 respectively.

Indicating there is a gap between awareness of code of ethics and applicability even though awareness is high in the survey descriptive data. It is further recommended to foster open communication and encourage employees to raise ethical concerns as well as develop teamwork initiatives that promote collaboration and ethical decision-making. By addressing these recommendations, the university can encourage a stronger culture of ethical conduct among its students and staff. In view of the same, implementing and enforcing codes of ethics in organizations can be a valuable strategy for fostering employee commitment across all three dimensions of organizational commitment: affective, normative, and continuance.

### **5.5.3 Recommendations at the Post Conventional Moral Development Stage of Ethical Practices**

The correlation matrix shows a very strong positive association (0.717) between postconventional practices (integrity and accountability) and performance. This further reinforces the importance of ethical behaviour beyond just following rules. This study recommends and encourages leadership in education institutions to set a strong ethical tone by demonstrating integrity and accountability, reward employees who go beyond the minimum requirements and act ethically in challenging situations. Integrate ethical discussions and case studies into training programs to promote ethical decision-making.

It is further recommended that higher learning institutions should have refresher seminars or workshops to help revive the spirit of ethics in work place for both the new and old staff members. University management could put in place robust control mechanisms, regular audits, and monitoring systems to foster an environment where ethical principles translate into optimal organizational performance. Once these recommendations are taken to consideration it will boost organisational performance in that it will lead to trust of stakeholders, predict ethical leadership, high reputation of organization image, the constant use of ethical decisions, high employee morale, engagement/loyalty and creation of an ethical organization culture/climate.

### **5.5 Limitations of the Study**

The major limitation of this research is that this study only covers a single organization. The result may not be generalized for managerial purposes in other institutions in the country, because the samples were only collected in one area of Tanzania, which is Iringa on a sample of RUCU staff at Ruaha Catholic University. Thus, the obtained data cannot represent all institutions of higher learning in Tanzania.

Secondly, there were only six indicators for the three independent variables in this research in which there might have been other factors, which were not taken into account, as expressed in the Adjusted R-Square value, where 41.5% was unexplained. Those factors that were not included in this research might be the influential predictors of organizational performance.

### **5.5 Area for Further Studies**

The findings suggest a potential link between open communication and ethical behaviour. Further research could explore the content and function of informal rules within the organisation, along with employee motivations, to understand how these elements might influence transitions towards higher stages of moral development. While this was a cross-sectional study, and it provides a valuable snapshot, longitudinal studies could track changes in ethical practices and organisational performance over time. This could offer insights into the effectiveness of interventions aimed at fostering higher stages of moral development within the organisation.

These are some of the reflections that the researcher would like to put forward, as there are 41.5% of other unexplained factors. The researcher has no answers; but suggests that they could be interesting areas for further research.

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## APPENDICES

### Appendix 1 Questionnaire

#### OPEN UNIVERSITY OF TANZANIA

#### QUESTIONNAIRE FOR RUCU EMPLOYEES (TEACHING AND NON-TEACHING STAFF)

**Dear Respondent,**

I am conducting a research study on the influence of ethical practices towards organizational performance, a requirement for award of the Master in Human Resources at the Open University of Tanzania. You are kindly requested to assist me by responding to the statements in this questionnaire as completely and honestly as possible. The information provided will be used only for academic purposes, and will be treated with all necessary confidentiality according to the standards of research ethics.

Thank you very much in advance for your cooperation.

For more information contact Florence Nakawunde on: 0757267154

**N.B: Therefore, no need to write your name.**

#### INSTRUCTIONS

- Please tick (✓) where you think is appropriate
- Explain briefly where necessary in the space provided

#### PART A: DEMOGRAPHIC INFORMATION

1. **Gender:** i Female( )    ii Male( )
2. **Age:** 1. 20-30 ( ), 2. 30-40( ), 3. 40-50( ), 4. 50-60( ), 5. 61 and above ( )
3. **Marital Status:** 1. single ( ), 2. Married ( ), 3. Divorced ( ), 4. Widow/er ( ),
4. **Department:** .....
5. **Academic Qualifications:** 1. Certificate holder ( ) 2. Diploma ( )

3, Advanced Diploma ( ), 4, Degree ( ) 5, Master’s degree ( ), 6, PhD/Doctorate degree ( ),

**How long have you been working with this university:**

1. Below five years ( ), 2. (5-9) years ( ) 3. (10-14) years ( ), 4. 15 years and above ( ),

**PART B: ASSESSMENT OF ETHICAL PRACTICES/BEHAVIOUR**

Kindly respond to each question by circling one number in each line:

Where 1= Strongly Disagree; 2= Disagree; 3= Neither agree nor disagree; 5=Agree; 6=Strongly Agree

**PART A: Preconventional stage; indicators**

IV	Variables and measurements	SD=1	D=2	N=3	A=4	SA=5
	<b>Discipline</b>					
1. DE	The disciplinary actions at our university definitely encourage ethical practices.					
2. DE	The disciplinary practices at the University here encourage simply compliance with rules.					
3. DE	The University disciplinary systems prevent unethical practices/ behaviours effectively					
4. DE	The University’s approach to employee recognition is a positive reinforcement.					
5. DE	Open communication and constructive dialogue would be most effective in promoting ethical behaviour and a positive work environment					
	<b>Fear of Punishment</b>	<b>SD=1</b>	<b>D=2</b>	<b>N=3</b>	<b>A=4</b>	<b>SA=5</b>
6. FP	I follow the University policies only because I am afraid of negative consequences					
7. FP	There are sufficient incentives to behave ethically beyond avoiding punishment.					
8. FP	There is pressure to work ethically to avoid getting in trouble					
9. FP	Fear of punishment influences my day-to-day work place decisions.					

IV	Variables and measurements	SD=1	D=2	N=3	A=4	SA=5
10. FP	The threat of negative consequences is the main reason employees at Ruaha Catholic University follow ethical guidelines.					

**Part B: Conventional stage;  
indicators**

IV	Code of Ethics					
11. CE	I am aware of the University codes of conduct.					
12. CE	The University Codes of Conduct accurately reflect the organization's values					
13. CE	When at work station am often guided by the university codes of ethics in making decisions.					
14. CE	Generally effective codes of ethics help prevent unethical practices or behaviour					
15. CE	At our university there is zero tolerance of unethical practices					
	<b>Teamwork</b>					
16. TW	Team work is very important in our organization					
17. TW	I feel comfortable discussing and finding solutions to ethical dilemmas with my teammates					
18. TW	I never feel pressured to conform to group's behaviour even if it goes against my ethical principles.					
19. TW	Leadership in our teams endeavours to create an ethical culture work environment.					
20. TW	Strong teamwork influences ethical decisions making in our department.					
	<b>Part B: Postconventional stage; indicators</b>					
	<b>Integrity</b>					
21. IG	I strong believe that personal integrity is the reason of success in accomplishing my daily duties					

<b>IV</b>	<b>Variables and measurements</b>	<b>SD=1</b>	<b>D=2</b>	<b>N=3</b>	<b>A=4</b>	<b>SA=5</b>
22. IG	I feel confident that any unethical practice in our university would be adequately addressed and rectified by those in charge.					
23. IG	Often when I encounter situations at workplace where I need to make difficult choices between personal gain and upholding ethical principles, I stand by my values					
24. IG	As an employee I feel it's my duty to safeguard my employer's properties. (e.g. switching off lights when am out of office, ensure effective use of office utilities, etc.)					
25. IG	Our university encourages and supports employees acting with integrity even when it might conflict with short term priority					
<b>Accountability</b>						
26. AC	Ruaha Catholic University fosters a culture of accountability, where individuals and teams are held responsible for their ethical actions.					
27. AC	I believe that a strong culture of ethical accountability practices contributes to the University's performance.					
28. AC	I feel it's my duty and responsibility to accomplish my specific duties on the job to attain the objective of the University					
29. AC	The university transparently communicates its ethical decision-making processes and outcomes to its employees.					
30. AC	I always meet my work deadlines					
<b>PART C: DV: Organization Performance</b>						

	<b>Items</b>	<b>SD=1</b>	<b>D=2</b>	<b>N=3</b>	<b>A=4</b>	<b>SA=5</b>
1. OP	A strong commitment to ethical practices positively impacts Ruaha Catholic University's overall performance.					

2. OP	Ethical behaviour contributes to a more positive and productive work environment at the university.					
3. OP	Ruaha Catholic University's reputation for ethical conduct attracts and retains high-quality students, faculty, and staff.					
4. OP	Upholding ethical principles leads to better decision-making and improved outcomes for the university community.					
5. OP	Employee responsible behaviours and ethical practices contributes positively to the image of the University and vis vasa.					
<b>PART D:</b>	In view of the above feel free to give suggestions/recommendations in the space provided on the right					

**Source:** Researcher, (2024).

## Appendix 2: Data Clearance from the University

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Ref. No OUT/PG2022000278

19<sup>th</sup> April, 2024

Deputy Vice Chancellor Academic Affairs (DVCAA),  
Ruaha Catholic University,  
P.O.Box 774,

**IRINGA.**

Dear Deputy Vice Chancellor,

**RE: RESEARCH CLEARANCE FOR MS. FLORENCE NAKAWUNDE. REG NO: PG2022000278**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Florence Nakawunde, Reg. No: PG2022000278**, pursuing **Master of Human Resource**

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**Management (MHRM).** We here by grant this clearance to conduct a research titled “**The Influence of Ethical Practices on Organizational Performance in Higher Education Institutions in Tanzania with Special Reference to Ruaha Catholic University**”. She will collect her data at your university from 22<sup>nd</sup> April to 30<sup>th</sup> May 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

**THE OPEN UNIVERSITY OF TANZANIA**




Dr. Isabela Thomas

For: **VICE CHANCELLOR**

### Appendix 3: Acceptance Letter for Data collection from the Ruaha Catholic University

**Ruaha Catholic University**

Uhuru Road  
P.O. Box 774  
Iringa  
Tanzania

  
RUCU

Tel: +255 26 2762431  
Fax: +255 26 2762563  
Email: rucu@rucu.ac.tz  
Website: www.rucu.ac.tz

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**Office of the Director of Research, Publications and Consultancies**

22.A.262A

To whom it may concern

**RE: Permission to Conduct Research at RUCU**

Reference is made to the subject above.

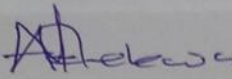
This is to introduce to you Ms. Florence Nakawunde, a postgraduate student at The Open University of Tanzania. Ms. Florence is currently conducting research on the title *"The Influence of Ethical Practices on Organizational Performance in Higher Education Institutions in Tanzania with special Reference to Ruaha Catholic University"*. She is planning to use survey questionnaire to collect data to RUCU staff and students. The research is one of the requirements for attainment her Master of Human Resource Management.


Ms. Florence is given permission to collect data at Ruaha Catholic University for one month from 22.4. 2024.

Kindly accord her all necessary cooperation that he may need from you.

Thank you in advance for your cooperation

Sincerely





Dr. Alberto Gabriel Ndekwa  
Director of Research, Publications and Consultancies

Cc: Dean of Students

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*All Official Correspondence should be addressed to the Director of Research*