Moral and Ethical Dilemma for Administrators at Higher Educational Institutions in Arusha Tanzania

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***Abstract*: - The main purpose of the study was to identify challenges on ethical and moral dilemma facing administrators in educational institutions. The study reveals common ethical problems that leaders have to tackle in their institutions. Additionally, the research identifies the moral concerns that leaders have to consider in decision making. Specifically, the study examines the ethical and moral dilemma that leaders encounter on a daily basis. The literature discussed various approaches in solving ethical and moral dilemma. In this case, administrators have different approaches in making decision about dilemmas in the field of leadership. The data collected was expected to identify new ethical and moral dilemmas in leadership. The data analysis suggested possible solutions for administrators in educational institutions.The study indicated that there are certain aspects to be considered as administrators think of tackling ethical and moral dilemmas. The study identified the best way to solve the dilemmas in leadership. Moreover, the findings providedpractical steps to be taken in handling ethical and moral dilemmas. These results can help leaders to make the right choices in the future. Administrators will have a basis to guide their daily decisions on ethical and moral dilemmas. The study will create a link between the ethical theories and the implementation of ethical and moral principles for the benefit of their organization.**

Keywords: **moral dilemma, ethical dilemma, leadership, higher educational institutions**

I. INTRODUCTION

There is a wide range of ethical and moral dilemmas confronting higher education administrators today. Such dilemmas are present thought multiple realms of educational leadership responsibilities. These ethical and moral dilemmas are in the field of human resource management, community relationships, and students' social and emotional wellbeing, curriculum and instruction (Doscher and Anthony, 2008). Furthermore, ethical and moral dilemma involves leadership and management decision making, and conflict resolution which affect human relationships (Covrig, 2000). All these areas pose an array of complex challenges facing administrators in leadership (Creston, 2006). Instead of simple ''black and white'' decisions, administrators face a myriad ''grey'' situations that cannot be addressed via blind application of institution policy (Wildermuth, 2006). These pressures leave administrators questioning what is the right thing to do, especially if they hold two competing values (Moreno, 2011).

Given the complex nature of ethical and moral dilemma, it is appropriate to define ethical dilemma. Ethical dilemma involves choosing between two alternatives which might have both negative and positive repercussion on one party. According to Figar and Dordevic (2016) an ethical dilemma is a situation of making a choice between two or more alternatives. In light of that definition, Ethical dilemmas within any system are created when moral/ethical principles, rules, or guidelines can be cited for opposing actions with neither side presenting the obvious, right course to follow (Freeman and Francis, 2006).This implies administrators are placed in situations with competing set of principles and values. These situations expose complex and convoluted relationship between abstract ethical principles and the description and evaluation of real-life situations (Freeman and Francis, 2006). For this reason, Judgments are made from the point of view of those who make the decision (agents), from the point of view of those who require decision (principals) and from the point of view of the most people who do not participate in decision-making but are affected by them (Fagar and Dordevic, 2016).

Since the meaning of ethical dilemma has been established, it is convenient to explore the similarities and difference between ethical and moral dilemma. There are several similarities and differences between ethical and moral dilemma. The reason for this difference lies in the fact that morality involves a purely procedural process while ethical reasoning relates to our conception of the good life (Gupta, 2001). However, Morality and ethical dilemma depend on each other and work interchangeably. There is a functional relationship between morality and ethical reasoning that cannot be mutually exclusive events (Gupta, 2001). This implies morality and ethical values are intertwined and therefore administrators have to use moral and ethical values together. This means living a moral life in person and behaving ethically in public (Gupta, 2001).

In the setting of higher education, administrators are confronted with ethical and moral dilemmas. Therefore, they are required to choose between several options which might affect the overall performance and reputation of the institution. For this reason, it is appropriate to explore the moral and ethical dilemma encountered by administrators. In addition, it is also crucial to seek alternative approaches to deals with moral and ethical dilemmas.

Statement of the Problem

Moral and ethical dilemmas are the major challenges facing administrators in higher learning institutions. As supported by Starrat (2004) who argues that moral challenges that confront administrators are enormous and therefore there is a dire need for more moral and ethical leadership in institutions. Starrat (2004) further argues that educational leaders are now being challenged as never before.

In light of the growing concern in moral and ethical dilemma for administrators in higher education institutions, most of the leadership skills are tested by handling ethical and moral dilemmas. The literature in educational administration similarly reflects growing concerns about moral and ethical issues (Giannou, 2009; Figar and Dordevic, 2016). This is due to the fact that there is moral erosion and ethical bankruptcy in the society. This is contributing factors toward the challenges of moral and ethical dilemma in the higher education. This is the reason for the exploration of specific moral and ethical dilemma confronting administrators in higher learning institutions in arusha. Additionally, the problem revolves around the ethical and moral concerns which sometimes contradict the organizational policies. For this reason, the study investigates how administrators make ethical and moral decisions and what are the factors to take into consideration in resolving ethical and moral dilemmas. The complexities of our dilemmas demand multiple kinds of expertise, and no single text or methodology can resolve all our challenges (Behnke, 2007).

1.2 Research Questions

The following are the research questions for this study

1. What are the demographic characteristics for administrators from Tertiary institutions in Arusha?
2. What are the ethical and moral dilemmas confronting administrator from Tertiary institutions in Arusha?
3. What are best approaches for administrators to solve ethical and moral dilemmas from Tertiary institutions in Arusha?

II. REVIEW OF RELATED LITERATURE

The purpose of the literature is to identify the moral and ethical dilemmas challenging leaders in their educational institution. The literature review looks into the common problems on ethical and moral dilemmas. Administrators have to make ethical and moral decision which will affect the entire organization. There are several researchers who have explained the challenges of leaders making moral and ethical decisions. Ethical dilemmas are problems, usually minor and routine in nature, which have competing sets of obligations and responsibilities, each with some moral relevance (Fitch, 2009). According Creston et al (2006) in the changing and challenging operational environment in which schools now operate, it is not surprising that educational administrators are often faced with ethical dilemmas in the course of their daily work as they endeavor to make complex decisions in the best interests of both staff and students. These are some of the issues the literature intends to address.

Additionally, the literature has identified several approaches taken by administrators while solving ethical and moral dilemma. The literature identifies different approaches applied by educational administrators in tackling day to day ethical and moral problems. It will not attempt to build an ethical theory, but rather to bring ethical themes developed by other theorists into a multidimensional construct that offers practicing administrators a way to think about their work and their workplace from ethical perspective (Starrat, 1991).

2.1 Challenges in Moral and Ethical Dilemma

Ethical and moral dilemma poses a challenge for administrators in higher learning institutions. These challenges are vast in nature and therefore cover several aspects of an administrators work. These challenges involves organizational versus self-interest, administration versus employee interest, performance versus people orientation, adherence to policy versus considerable leniency, national versus organizational interest, and moral versus legal considerations. In this scenario, these ethical or moral pressures leave administrators contemplating the right course of action especially when holding compelling and competing values (Moreno, 2011). These situations are not a "black or white decision", instead administrators face a myriad grey situation that cannot be addressed through the application of organizational policies (Wildermuth, 2006).

To expand on the issue of moral and ethical dilemma, it is important to explore the common challenges. First, there is a conflict interest of serving organizational goals or personal goals. Leaders are confronted either to choose between self-interest and organizational interest. This creates a lot of problems in decision making among administrators in higher learning organizations. Secondly, the choice between serving the administration interest or employee interest is another area of concern. Administrators are subjected to dilemmas of serving the interest of management versus other employees. Thirdly, administrators are challenges to be performance oriented or people oriented. Administrators who are performance oriented focused on the overall performance of the employee. On the other hand, administrators who are people oriented focus on the well-being of the employee rather than their performance. For instance, the administrator has to choose between terminating a staff member for the interest of the organization or sacrifice the institution to maintain a staff member (Creston 2006). Another case is the experiences shared by other participants, the ethical dilemma often became more acute when the under-performing staff member was a long serving member of the institution staff and/or actively promoted the values underpinning the institution (Creston, 2006). These are just some practical challenges facing administrators in higher learning institutions.

Other common challenges involve the adherence of policy or considerable leniency toward the employees. Administrators are confronted to enforce the institutional policies which might affect some employees significantly or to be considerate and show some leniency to accommodate for employees shortcomings or weakness. Another common challenges are the administrator serving the national interest or organizational interest. Lastly, administrators are challenged to act morally versus legally. These scenarios sometime create conflicting course of action which becomes a moral or ethical dilemma to administrators. As argued by Craston et al (2003) conflicting scenarios are possibly the most obvious situation that could place an administrator in an ethical and moral dilemma.

There are several scenarios of ethical and moral dilemmas. For example, moral and ethical dilemma are part of the professional lives of most administrators whereby an incident seemed to require a decision that would force them to violate one cherished value while trying to respond to another cherished value (Covrig, 2000). Another scenario occur when there was a clash between the personal values held, and professional ethics practiced, by the head with the institutional structures and organizational culture of the institution. This ethical dilemma happens when balancing personal values, institutional structures and organizational cultures.

Ethical and moral dilemma occurs when there is organizational transformation or during the transition period within the organization. According to Fullan (2003), the challenge and moral imperative for today's administrators is to lead system transformations to resolve the top-down/bottom-up dilemma that exists in systemic change. Other important dilemmas cited less frequently revolved around change, especially change that clashed with the existing organizational culture, and/or around resourcing (Creston, 2006). This usually creates a moral and ethical dilemma for administrator in their organization. Many decisions involve ethical components that may be more serious than immediate situation at hand due to their impact on organizational personnel (Gupta, 2010).

Moral and ethical dilemma occurs when a leader is confronted with students and parents actions. They will no doubt be faced with individual ethical choices whether to suspend a custodian for certain actions or whether to accept a gratuity from the parent who wants her son to make the basketball team (Starrat, 1991). This is one of the common dilemma facing leaders in their educational institutions. They have to choose between options which are seemingly difficult to choose. At the same time, the leaders are to maintain ethical conditions at their institutions. The ethic critique poses a fundamental ethical challenge to the educational administrator: how to construct an environment in which education can take place ethically (Starrat, 1991).

Ethical and moral dilemmas are exhibited in times of educational crisis. Crises such as these often beset educational leaders with ethical dilemmas--perplexing value-laden problems framed in terms of mutually exclusive choices between ideals such as privacy versus public security, freedom of dissent versus patriotism, equality versus equity, and civil rights versus national security (Doscher and Anthony, 2008). Administrators have to make a decision to choose one aspect and for go another.

2.2 Best Approach in Handling Moral and Ethical Dilemma

There are several approaches suggested by scholars in handling moral and ethical dilemma. Literature shows a wide range of solutions in approaching moral and ethical dilemma. One of the challenges that emerges when a group of scholars from multiple countries engage in research together on subjects like moral literacy and best interests is understanding each other's perspectives on the subject (Stefkovich and Begley, 2007). Further, Starrit (1991) Because of these ethics compels choice in every instance, one perfect choice does not exist; however, enables one to make choices with three consequences more clearly delineated, to move toward the "best" choice under the circumstances, or to a choice that, although it favors on ethical demand will probably be balanced later on by other choices.

One of the ways to solve moral and ethical dilemma is to look who benefits more from the decision undertaken. An action is moral if when compared with any alternative action it produces the greatest amount of good (or the least possible balance of had consequences) for the greatest number of people directly or indirectly affected by that action (Gupta, 2001). As long as many people benefit from one alternative over the other, then that alternative should be taken by a leader. administrors make decisions based stakeholders interest and institution at large.

Others argue that moral and ethical decisions should be based the students interest. Since an educational institution is to educate and serve students, thus the leaders should make ethical and moral decision for the interest of the students. The 'best interests of the student' is at the heart of the ethic of the educational profession (Stefkovich and Begley, 2007). Additionally, Doscher and Anthony (2008) educational leaders can best approach these processes by remembering that their central moral obligation is to serve the best interests of their students, teachers, and communities, as they attempt to facilitate student maturation, responsibility, and learning.

The use of leadership ethics have been suggested by several authors on the subject. As a practical consequence institutional administrators naturally gravitate towards values grounded in rational consequences and consensus as guides to action and decision making whenever that is possible (Stefkovich and Begley, 2007). This implies administrators make best decision based on personal ethics and moral values. The level of ethical and moral values will determine the approach to ethical and moral dilemma. An administrator with a good set of moral and ethical values make better decision compared to a leader with low ethical and moral values. A

typical application for ethics is as a personal guide to action, particularly as supports to resolving ethical dilemmas (Stefkovich and Begley, 2007). Doscher and Anthony (2008) We argue for a deeper understanding of ethics and morality and their application to the process by which educational leaders make decisions and fulfill responsibilities; that is, the manner in which they mold the future through educational organizations and institutions.

Another researcher argued that reasoning is the best option for ethical and moral dilemmas compared to the knowledge of ethics. A study conducted by Arbuthnot (1975) subjects showed both immediate and delayed increases in moral judgment maturity when role playing a moral dilemma against an opponent who employed reasoning above the subjects initially assessed stage. An administrator should be able to think critically in order to make a good decision. Leadership involves identifying ethical issues when they inevitably arise; utilize an ethical decision making process for resolving ethical disputes and having the courage to make the ethical decision (Odom and Green, 2003).

In summary, Moral and ethical dilemma does not have a given set of approaches. Every dilemma is unique and different hence they must be handled differently. At some times, more complex problems require that the administrator examine the problem from each framework and perhaps balance the demands of all ethics in response to the problem (Starrat, 1991). There are multiple approaches in solving ethical and moral dilemma. The situation surrounding the dilemma will dictate the best approach. Creston et al (2003) suggest public interest, professional ethics, society and community, political framework, legal issues, financial and global context are crucial issues. Sometimes those situations clearly call for a critique of unfair procedures; sometimes they involve debate over institutional policy in an effort to balance the common good with individual rights (Starrat, 1991). According to Bahnke (2007) the complexities of dilemmas demand multiple kinds of expertise and no single text or methodology can resolve all of our challenges. Normally this requires a variety of skills and techniques in solving these dilemmas. This complex operational milieu requires institutional administrators to confront and resolve conflicting interests as they endeavor to balance a variety of values and expectations in their decision-making not surprisingly, the result is often ethical dilemmas for leaders (Crenston et al, 2003).

III. RESEARCH METHODOLOGY

This section provides the research design, population and sampling procedures for this study. In addition, it provides the validity and reliability of the research instruments. Furthermore, it this section provides the methods of data collection and analysis

3.1 Research Design

This study is a non-experimental research. The research design was descriptive in nature. It provided a summary of ethical and moral dilemma responses provided by leaders in educational institutions. It evaluated the nature of existing condition facing administrators making ethical and moral decisions. The research problem is descriptive because the study explores specific ethical and moral dilemmas in leadership. Moreover, the research problem described the responses of leaders in educational institutions. The institution administrators and head of departments identify possible course of actions. This makes the research cross-sectional because institution administrators and head of departments are assessed at the same time. Cross sectional is the assessment of different groups at one time and the respondents provide present responses which might not distort the results (McMillan and Schumacher, 2010).

3.2 Population and Sampling Procedures

The target population was administrators of a Tertiary or universities located in Arusha Tanzania. This includes the Institution administrators and the head of departments or equivalent ranks in every educational institution. Therefore, the total population was 43participants who came from 5 educational institutions in Arusha. The following table provides a detailed description of the population from these institutions.

No	Institution	Administrators	Percent
1	Arusha Technical College	7	16.3
2	Eastern and Southern Africa Management Institute	6	13.9
3	Institute of Accountancy Arusha	13	30.2
4	The Nelson Mandela Institute of Science and Technology	11	25.7
5	Tengeru Institute of Community Development	6	13.9
	Total	**43**	**100.0**

The entire population was taken as the sample size because the number of participants was relatively small. Likewise, convenient sampling procedure of sampling was used due to the busyness of the administrator.

3.3 Validity and Reliability of the Research Instruments

The research instrument was based on the Multifactor Leadership Questionnaire Form (MLQ) was originally developed by Bernard Bass in 1985 (Fitch, 2009). The questionnaire covers the important aspects in moral and ethical dilemma confronting leaders in organizations. Several validation studies were done pertaining to the MLQ 5x (Fitch, 2009). Bass constructed the instrument based upon a series of interviews that he and his associates conducted with top executives in South Africa (Fitch, 2009). Other research instruments like Wells Ethical Reasoning Survey (WERS) and Managerial Moral Judgment Test (MMJT) was adopted in the research instrument as well.

Although the questionnaire was adopted from different sources, the research instrument was tested for content and construct validity. The questionnaire was

evaluated by 5 experts in academic research and 5 academic professionals in higher education administration. The content validity index was 86.3% which a relatively appropriate for data collection. At the same time, construct validity was tested by factorial analysis. The Kaiser-Meyer-Olkin measures of sampling adequacy for the factors were: Multifactor Leadership Questions (0.854) and Wells Ethical Reasoning Survey (0.7628) and Managerial Moral Judgment Test (0.532), all exceeded the recommended value of 0.5 (Field, 2005). In connection, the Bartlett's test for sphericity for all dependent variableswere significant at $p<0.00$.

The reliability of research instrument was test by a pilot study. A pilot study was conducted among 30 administrators in higher educational institutions located in Arusha. The administrator answered questions on moral and ethical dilemmas in their organizations. The reliability analysis indicated a Coefficient Cronbach Alpha = 0.7619, the analysis indicated minimal variance in Alpha if any items are deleted from the questionnaire (Fitch, 2009).

3.4 Data Collection

The questionnaire was the main instrument for data collection. The questionnaire consisted of three parts. The first part was general ethical and moral situations. The second part was 40 descriptive statements about ethical and moral dilemma in leadership. The third part wasdemographic information about the leaders. The questionnaire had a cover letter describing the intent of the research and the researcher's introduction. A total of 43 questionnaires and cover letter were administered to administrators of Tertiary Institutions in Arusha. The data collection process will take approximately 1month. The retrieval rate was 78% of the total questionnaire administered to participants. This makes a minimum of 33 retrieved questionnaires from the respondents. These results provide a representative sample of the entire population and therefore the researcher was comfortable that the results from this study will yield accurate information and reliable data. This is due to fact that many researchers believe the higher the response rates assures more accurate survey results (Fitch, 2009).

3.5 Data Analysis Procedures

The data collected was analyzed using the Statistical Package of Social Science (SPSS). The data was tabulated and there was an exhaustive description of the findings of the study. Data analysis consisted of two major research areas. The first area is descriptive statistics. This summarizes and explores the demographic characteristics of administrators in educational institutions. The second area was the moral and ethical dilemmas and the leaders of higher educational institutions.

IV. RESULTS AND DISCUSSION

This section summarizes the background characteristics of the administrators from Tertiary institution located in Arusha. Furthermore, it provides an overview about the moral and ethical dilemma encountered by administrators. Ultimately, the part provides the administrator perceptions of the best approach to deal with moral and ethical dilemma for Tertiary institutions located in Arusha.

4.1 What are the demographic characteristics for administrators in Tertiary institutions in Arusha?

This section provides a summary of the demographic information of administrators for tertiary institutions in Arusha. Among the administrators, 19 (57.6%) were male and 14 (42.4%) were female. According to the job designation, 7 (22.2%) were senior administrators, 10 (30.3%) were supporting administrators and 16 (48.5%) were head of departments. The results also indicated the experiences as follows: 6 (18.2%) had worked for less than a year, 5 (15.2%) had worked between 1 to 5 years, 6 (18.2%) had worked between 5 to 10 years, and 16 (48.5%) had worked for more than 10 years. The following was the distribution of administrators from the following tertiary institution: 12 (36.4%) from Institute of Accountancy Arusha, 7 (21.2%) from Nelson Mandela Institute of Science and Technology, 6 (18.2%) from Tengeru Institute of Community Development, 5 (15.2%) from Arusha Technical College, and 3 (9.1%) from Eastern and Southern Africa Management Institute.

Table 1: Descriptive statistics for the administrators in Tertiary Institutions

Questions	Description	Frequency	Percentage
Gender	Male	19	57.6
	Female	14	42.4
Designation	Senior Administrator	7	22.2
	Supporting Administrator	10	30.3
	Head of Department	16	48.5
Experience	0-1 year	6	18.2
	1-5 years	5	15.2
	5-10 years	6	18.2
	More than 10 years	16	48.5
Institution	Arusha Technical College	5	15.2
	Eastern and Southern Management Institute	3	9.1
	Institute of Accountancy Arusha	12	36.4
	Nelson Mandela Institute of Science and Technology	7	21.2
	Tengeru Institute of Community Development	6	18.2

4.2 What are the ethical and moral dilemmas confronting administrator from Tertiary institutions in Arusha?

The findings show that the administrators strongly agree that the major ethical and moral dilemma was moral versus legal consideration (M = 4.83, SD = 0.209). This implies there is a conflict between legality of an issue and the morality of an issue in administrative activities. At the same time, administrators also strongly agree that organizational interest versus self- interest is another challenge (M = 3.77, SD =

0.154). This means there is always a conflict between prioritizing organizational interest instead of self-preserving interest. Concurrently, administrators strongly agree that adhere to policy or Considerable leniency is a common problem in management (M = 3.72, SD = 3.72). These results indicate the difficulty in striking a balance between policy implementation and being accommodating to the shortcoming of employees. On the other side, administrators tend to agree that there is difficult in serving the administrative interest versus employee interest (Mean = 3.15, SD = 0.254). As an administrator should you serve the interest of the management or administration or serve the interest of the employees. In connection to this, administrators tend to agree that difficult to be performance oriented versus people oriented (Mean = 4.01, SD = 0.301). Administrators struggle between being performance driven or people oriented. However, administrators tend to disagree that national interest versus organizational interest is critical area of concern (Mean = 2.24, SD = 0.179).

Table 2: Common Moral and Ethical Dilemmas

Questions	Mean	Standard Deviation	Interpretation
Organizational Vs Self Interest	4.77	0.154	Strongly Agree
Administration Vs Employee Interest	3.15	0.254	Agree
Performance Vs People Oriented	4.01	0.301	Agree
Adhere to Policy Vs Considerable Leniency	4.72	0.323	Strongly Agree
National Vs Organizational Interest	2.24	0.179	Disagree
Moral Vs Legal Consideration	4.83	0.209	Strongly Agree

4.3 What are best approaches for administrators to solve ethical and moral dilemmas?

Based on the research findings of this study as substantiated by empirical data, the following were the best approaches to solve ethical and moral dilemmas. The administrators strongly agreed that personal values were the basis for the ethical and moral decisions (Mean = 4.69, SD = 0.332). In addition, administrators strongly agree that ethical and moral solutions was based on general consensus of the parties involved (Mean = 4.84, SD = 0.170). Furthermore, administrator strongly agree that the solution should be on the most effective approach toward achieving the organizational goals and objectives (Mean = 4.74, SD = 0.361).

Table 3: Best Approaches to Solve ethical and Moral dilemmas

Questions	Mean	Standard Deviation	Interpretation
Personal Values for Decision Making	4.69	0.332	Strongly Agree
Rely on Past Experiences	4.06	0.159	Agree
Reliance on Organizational Culture	4.01	0.301	Agree
Solution based on General Consensus	4.84	0.170	Strongly Agree
Most Efficient Approach (Cost Effective)	2.21	0.169	Disagree
Most Effective Approach (Achieve goals)	4.74	0.361	Strongly Agree

The administered also agreed on the reliance of past experiences in solving ethical and moral (Mean = 3.06, SD = 0.159). In connection to this, administrators agree that reliance on organizational culture was approach in solving moral and ethical dilemma (Mean = 4.01, SD = 0.159). However, administrator disagree that the most efficient approach or a cost effective approach is the best approach to solve ethical and moral dilemma for Tertiary Institutions in Arusha (Mean = 2.21, SD = 0.169).

V. CONCLUSION AND RECOMMENDATIONS

In conclusion, the results provide mixed results on the major ethical and moral dilemmas confronting administrator from Tertiary institutions in Arusha. The findings also portray mixed responses on the best approach for administrator to solve ethical dilemma in their institutions. Given the magnitude of complexity in solving ethical and moral dilemma, the following recommendations can serve as guide to deal with these issues.

1. Administrator should rely on personal values in solving moral and ethical dilemma. A high sense of personal values will be guide to solving ethical and moral and ethical dilemmas.
2. Administrator should develop a general consensus in solving moral and ethical dilemma. A general consensus minimizes the negative effects of decision made on moral and ethical dilemmas.
3. Administrator should implement the most effective approach in solving moral and ethical dilemma. Since this approach assures the achievement of organizational goals and objectives.
4. Administrators should rely on past experiences and the organizational cultures for solving ethical and moral dilemmas.

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