CULTURAL DIVERSITY AND MORAL BEHAVIOR AMONG SELECTED UNIVERSITY STUDENTS IN ZANZIBAR

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Master of Art in Human Resource Management

By:

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DEC 2013

DECLARATION A

I, **Shadida Ali Juma** declare that the whole of this work is the product of my own and has never been submitted to Kampala International University of other Institution who offer the same course for the award of Master of Art in Human Resource Management.

.....

Name and Signature of Candidate

.....

Date

DECLARATION B

"We confirm that the work reported in this Thesis was carried out by the candidate under our supervision".

PROF. IBRAHIM YAHAYA

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21ST DECEMBER, 2013

Date

Date

APPROVAL SHEET

This thesis entitled "CULTURAL DIVERSITY AND MORAL BEHAVIOR AMONG SELECTED UNIVERSITY STUDENTS IN ZANZIBAR TANZANIA", prepared and submitted by **Shadida Ali Juma** as a partial fulfilment of the requirements for the award of a Master of Arts in Human Resource Management; has been examined and approved by the panel on oral examination with a grade of.....

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Grade: _____

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Name and Sign of Director, CHDR

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Name and Sign of DVC, CHDR

DEDICATION

First and foremost, I dedicate this work to the Almighty Allah for his sustenance and endowments bestowed on to me and my family. Secondly, I dedicate this work to my lovely husband Hamad Suleiman who encouraged me to enrol for a master degree his continuous support and patience enable me to complete this work

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ABSTRACT

The study was carried out in Zanzibar Universities , Tanzania with the following objectives: To determine the profile of respondents; to determine the level of Cultural Diversity; to determine the level of Moral Behaviors; and to examine the relationship between the two variables. The study utilized a descriptive survey research design, in particular descriptive correlation. Data was collected through questionnaires and analyzed by using Pearson's linear correlation coefficient. Two hundred four respondents constituted the sample size. The findings of the study indicated that majority of respondents (Students) were in the age range of 31-40 years with 41% and Lecturers were in the age range of years 31-40 with 68.8%. Majority of respondents (students) were male (59.6%) and male lectures 62.5%.Majority of the students and lectures possessed bachelors and masters with (55.1%) and (60.4%) respectively, In working experience 47.9% of lecturers had an experience of 5-6 years. The level of cultural diversity was high, with an overall mean of (2.65), the level of moral behaviours is high, overall calculated (2.80).The level of cultural diversity and level of moral behaviors are significantly correlated (Sig value= 0.015). The researcher concluded that cultural diversity was rated high, hence concluding that the University students highly use different languages, beliefs, values and knowledge. Level of moral behavior was generally rated high and this was indicated by the average mean (mean=2.80), therefore concluding that the University students in Zanzibar are well disciplined. The researcher recommends that the University of Zanzibar should embrace and appreciate cultural diversity within the institution, there should be a representation of all regions of countries in terms of cultural diversity with the senior administration staff, senior academic staff, teaching staff and the student's body. The researcher recommended that the University of Zanzibar in particular should support the development of policy and strategies at individual university level that addresses elements of difference, such as gender, disability, and ethnicity, this will help to reduce on moral degeneration among students, the University lecturers and students should be aware of the varied cultures, behaviour, and expectations of the different groups and sub-cultures on campus and how they interact with each other and should be more equipped in order to manage such diversities, the University should provide opportunities for discussions on diversity and its challenges, this will benefit both new and continuing lecturers and students by discussing challenges related to the multicultural academics and social space at the university.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

1.1.1 Historical perspective

Years from 1918 to 1945 remain central to European History. It was a breath-taking time during which the very best and very worst attributes of Mankind were on display. In the euphoria of peace which followed the end of the First World War, the Baltic States emerged as independent forces on the world stage, participating in thrilling experiments in national and transnational governance. Later, following economic collapse and in the face of rising totalitarianism among even Europe's most cultured nations, Baltic communities succumbed to nationalism too. During wartime, Baltic peoples became both victims and, sometimes, victimizers. Ultimately their victimhood lasted until the end of the Cold War, yielding consequences still discernible at the start of the twenty first century (Fred Luthans, 2008).

The 21st century was a good time to consider cultural diversity where various cultures also affected higher education in the United States. United States is blessed with cultural diversity and traditionally minority groups were numerically elevated to ever increasing proportions of population. It is beneficial to consider how host institutions view their diverse student population. Educators are at a crucial time in this nation's history. The national policies conserving cultural diversity can truly affect the stability of the country and colleges such as universities (Chaube and Chaube, 2000).

Since the early 1990's the notion of cultural diversity has gained importance with new demographic trend and emerging tension between different groups, at the sometime a more individualized approach that foster individuals needs and abilities has gained reasonable ground. It has been empowering everyone to develop the maximum of their potential and inclination and is the common heritage of the humanity (UNESCO 2001 article 1).

Zanzibar as a part of United Republic of Tanzanian has experienced a great cultural diversity and moral behavior, thus this is the result of various migrations from different countries. This movement is the one among the reasons that lead Zanzibar to acquire different culture from this

mixture of immigrants; hence, different groups started to creating new cultural identities and moral behavior. Most Zanzibar's are aware of their cultural original and the traditional histories of the ethics communities which they live. Now days Universities look forward to having male and female students from a variety of races, ethnic group, age, religions and sexual orientations and hope that you will become part of a diverse group (Khamis M, 2010).

In 1970's when the University of Dar es salaam started, cultural diversity and moral behavior increased day to day because of many universities which emerged, among these universities include State University of Zanzibar, Chukwani University, Zanzibar University and others. This is why the researcher is concerned to investigate the relationship of cultural diversity and moral behavior of the students in State University of Zanzibar and Zanzibar University.

1.2.1 Conceptual perspective

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures and akin to cultural decay. For example, before Hawaii was conquered, the culturally diverse Hawaiian culture existed in the world, and contributed to the world's cultural diversity. Now Hawaii has been westernized; the vast majority of its culture has been replaced with Western or American culture. The phrase cultural diversity can also refer to having different cultures respect each other's differences Alfred (1974). The phrase cultural diversity is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. Culture is the state of intellectual development of a society (or tribe) following what they found in use traditionally long time ago. It encompasses customs, and value of the society, their religious, political, economics, technology, medicine, marriage, rules, song, dance and rituals practiced by different clans Alfred (1974). Cultural diversity points out that the British experience differ from that of France, differ from the Bulgaria, differ from the Malaysian. However, similar pressures do pertain and the questions themselves cannot be brushed aside. The international network on cultural diversity underlines cultural diversity and the recognition of cultural plurality within, between and across societies (Naseem Khan 2006).

1.1.3 Theoretical perspective

The learning theory advocated by Thorndike (1932) which states that human beings learn much the same way animals do, his studies with cats in puzzle box led him to believe that most new behaviors come about by trial and error learning. In this theory learning is a matter of acquiring behavioral responses and that these responses are forced on the external environment, this theory still suggests that human being learn new behavior through the environment.

1.1.4 Contextual perspective

The cultural diversity of Tanzania and Zanzibar is diverse as the land its self with more than 120 different tribes living in their ancient ways resisting the outside influences of the modern world. The opportunity to immerse in lives of same Tanzania's most ancient nomadic tribes by walking along the same paths and meeting the Maasai Donkey trek through Maasai land, the opportunity to hunt with the Hadzabe Bushmen who are the world's last click-language speaking hunters and gatherers (Real life Adventure Travel, October 12th, 2011 and Naseem Khan 2006).

Of recent however, the existence of valves and attitudes to be learnt in society as well at school sometimes pose a problem where members meant to observe and practice the established values, norms, rules, regulations and practice do not conform. For instance, Coetzer & Le Roux (1996) contend that today's children and youth want to establish their own way of life and by so doing they rebel against established norms and authority. The youth feel that they have been emancipated to live their life styles as they see fit. They accept values that are different from what their society values. This mentality is breeding *immoral*; herein defined as the negative form of moral in university. As a result, educators are experiencing difficulties, feeling that they are challenged, and are losing control.

Zubaida (2009) identifies various forms of immoral among the school children in Nigeria such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting, and many other antisocial vices. According to Zubaida (2009) and Eyinade (1999), a number of these acts of immoral were directed against constituted authorities and established rules. An example of this is refusal to wear the appropriate dress and going out of bounds without permission. The respect which lecturers command among students had been seriously worn-off. And some

lecturers have not done much to help the situation by their actions. This problem has turned into a national issue.

Failure to adhere to university norms and values raises management issues in universities. For instance, concerns about discipline are echoed in frequent reports of disruptive student behaviour, substance abuse, disobedience, student riots, bullying, and violence in schools (Daily Nation, April 16, 2001; The New Vision Oct. 25, 2010 New Vision, Sept. 25, 2009). There is also a continuing and growing perception that behavioural problems are endemic in university, that teachers are struggling to maintain order, and that school authorities are unable to guarantee the safety of students (McCarthy et al., 1992).

Indeed, the mixing of culture seems to have provoked a wave of student immoral in schools. A surging number of cases have been reported of students beating lecturers, using abusive language, theft, drug abuse at both local and national level in Tanzania mainland and Zanzibar. universities in Unguja Urban District are particularly characterized by, fighting, disrespect to teachers and community members, and drug use; among others. The rising cases of declining performance in the national examinations are a matter of national concern (MOEVTZ, 2006). Between 2006 and 2011 for example, the MEVT noted that the phenomena of indiscipline in schools in Zanzibar had escalated (MOEVT, 2008).

1.2 Statement of the problem

There is no doubt that learner immoral generally militates against effective teaching and learning and production of useful acceptable members of the society. Of recent, however, universities in Zanzibar have been characterized by surging cases of immoral such as fighting, general disrespect to lecturers, disobedience, and acts of violence such as fighting that have developed in universities. Such cases of immoral appear to have intensified in the period following the diversification of culture (Guidance and Counseling Report 2012, MOEVT, 2009).

Increased misunderstandings among students of different cultures are a frequent phenomenon among the selected University students in Zanzibar. Thus, has left many educators with a sense of disempowerment out of the fear that a culture of disrespect and disregard of authority might develop (Hardin, 2004). The existence of different students with different race, culture, customs, occupation as well as believe has increased the rate of inter tribal wars and this has led to loss of

lives and destruction of property at school. Therefore in order to over this problem there is need to find out how cultural diversity is significantly related to moral behavior among University students in Zanzibar.

Up till now, however, such strong sentiments and misgivings about the issue, had not resulted into empirical study investigate such a contentious phenomenon. The current study therefore, sought to investigate the nature of immoral, the perceived link between cultural diversity and moral behaviour and how universities managers are coping with managing moral in university with diversification of culture. The findings will inform policy, school managers, and the general public to determine the effective ways of managing moral in universities.

1.3 Purpose of the study

The purpose of this study was to identify if there was a significant relationship between cultural diversity and moral behavior among the selected University students in Zanzibar.

1.4 Research Objectives

1.4.1 General Objective

To investigate the relationship between cultural diversity and moral behavior among selected Universities students of Zanzibar.

1.4.2 Specific Objectives

1) To determine the demographic profile characteristics of the respondent, in terms of age, gender, qualification of number of years working experience.

2) To determine the level of cultural diversity among the selected University students in Zanzibar.

3) To determine the level of moral behavior among the selected University students in Zanzibar.

4) To establish if there is a significant relationship between the level of cultural diversity and level of moral behavior among the selected University students in Zanzibar.

1.5 Research Questions

1) What are the demographic characteristics of respondent in terms of age, gender, marital status, qualification and working experience?

2) What is the level of cultural diversity among the selected University students in Zanzibar?

3) What is the level of moral behaviors among the selected University students in Zanzibar?

4) Is there a significant relationship in the level of cultural diversity and the level of moral behavior among selected Universities students in Zanzibar?

1.6 Hypotheses

There is no significant relationship between the level of cultural diversity and the level of moral behavior among selected Universities students in Zanzibar.

1.7 Scope of the study

1.7.1 Geographical scope

The geographic scope of the study was the west Urban District of Unguja–Zanzibar. The district has three universities. The study focused on two selected Universities in Zanzibar and these were; The State University of Zanzibar and Zanzibar University.

1.7.2 Content Scope

In terms of content the study examined cultural diversity and moral behavior in the University students. The study focused on the nature of diversity, approach used by university administration to manage moral behaviour and lecturers opinion and the extent to which cultural diversity is responsible for the rising cases of immoral behaviour.

1.7.3 Theoretical scope

The study based on learning theory advocated by Thorndike (1932) who noted that human beings learn much the same way animals do, his studies with cats in puzzle box led him to believe that most new behaviors come about by trial and error learning. In this theory learning is a matter of acquiring behavioral responses and that these responses are forced on the external environment, this theory still suggests that human being learn new behavior through the environment.

1.8 Time scope

This research was conducted in a period of one year starting with proposal development between September 2012 and March 2013, data collection took place between April 2013 and June 2013.

The report was written in August and September 2013 and the final report was submitted in November 2013.

1.9 Significance of the study

The researcher hopes that the study will:

1. Help policy makers and planners make informed decisions concerning policies that will restore sanity, peace and tranquillity in universities. Once achieved, this will reduce conflicts and antagonism in university settings and the immediate communities and hence help in facilitating a good teaching learning environment by sensitizing stakeholders on moral management.

2) This research is very important to the organizations with diverse cultures both local and international in explaining the effects of cultural diversity.

3) Also, the research will be very significant for the governmental and Non-governmental institutions to understand and improve on moral managements in order to manage diversity.

4) In addition, the research will be important when it will be used as a reference to the college of higher degrees and research at Kampala International University and also for other scholars who in future will need to conduct research in this area.

1.6 Operational definition of key words

Culture: Is the way of life for a given group of the society includes traditional, values, customs and beliefs which the tribe concern followed in order to live peacefully.

Culture refers to beliefs and values on the basis of which people interpret experiences and behave, individually and in groups (Diana Kendall, 2001).

Diversity is the wide range of cultural differences found within a nation or is the change of traditional system way of behaviour into new one.

Cultural diversity is the system of one society or group of people acquires new values, customs and beliefs and ignore traditional system. Or, is a process of a person or group of certain culture to diverse the original culture in order to acquired new culture, racial and social economic groups within one social unit.

According to Anderson and Taylor (2004), cultural diversity is the complex system of meaning and behaviour that define the way of life for a given group or society. It includes beliefs, values, knowledge, arts morals law, customs, habits, language and dress, culture includes ways of thinking as well as pattern of behaviour.

Webster dictionary defines cultural diversity as the condition of having or being composed of differing elements, variety especially, the inclusion of different types of people (as people of different races or cultures) in a group or organization.

Moral behavior is the bad behavior where by university students learn from other students or peers groups due to the influence of environment.

Moral behavior is the behavior which is judged to be acceptable by gènerally acknowledges standards of right or wrong. Like any other behaviour which is judged on it is morality which affected by factors like geographic and peer group (James V. Mc Connell 1992).

Profile is the characteristic of respondent in terms of age, gender, marital status, qualification, and year in teaching experience, number of qualified teachers and number of licensed teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, opinions, ideas from authors/experts

2.0 Introduction

This chapter reviews the relevant literature that corresponds with the works of different researchers on the relationship between the study variables. It highlights the views of scholars and authors obtained from journals, internet sources, text books and newsletters. Furthermore, the review is critical and analytical in approach and it attempts to identifies and highlight the gaps in the available literature that the current study intended to address.

Culture

Culture refers to beliefs and values on the basis of which people interpret experiences and behave, individually and in groups (Diana Kendall, 2001).

Diversity; The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies (David G. Myers, 2004).

Culture diversity

According to Anderson and Taylor (2004), cultural diversity is the complex system of meaning and behaviour that define the way of life for a given group or society. It includes beliefs, values, knowledge, arts morals law, customs, habits, language and dress, culture includes ways of thinking as well as pattern of behaviour.

Webster dictionary defines cultural diversity as the condition of having or being composed of differing elements, variety especially, the inclusion of different types of people (as people of different races or cultures) in a group or organization.

Quantification; Cultural diversity is tricky to quantify, but a good indication is thought to be a count of the number of languages spoken in a region or in the world as a whole. By this measure,

there are 4 signs that we may be going through a period of precipitous decline in the world's cultural diversity (David Crystal, 1990). David Crystal suggested that at that time, on average, one language was falling into disuse every two weeks. He calculated that if that rate of the language death were to continue, then by the year 2100 more than 90% of the languages currently spoken in the world will have gone extinct.

Cultural heritage; The Universal Declaration on Cultural Diversity adopted by UNESCO in 2001 is regarded as a legal instrument recognizing for the first time, cultural diversity as "common heritage of humanity" and considers its safeguarding to be a concrete and ethical imperative inseparable from respect for human dignity. Beyond the Declaration of Principles adopted in 2003 at the Geneva Phase of the World Summit on the information Society (WSIS), the UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions, adopted in October 2005, is also regarded as a legally binding instrument that recognizes the distinctive nature of cultural goods, services and activities as vehicles of identity, values and meaning, that while cultural goods, services and activities have important economic value, they are not mere commodities or consumer goods that can only be regarded as objects of trade (WSIS, 2003).

Defence; The defence of cultural diversity can take several meanings; A balance to be achieved: thus, the idea of defence of cultural diversity through the promotion of actions in favour of "cultural minorities" said to be disadvantaged; Preservation of "cultural minorities" thought to be endangered; In other cases, one speaks of "cultural protection", which refers to the concept of "cultural exception", which is mainly used in France under the title "French exception". This makes the link between the social vision of culture and the vision inherent in its commercialisation. The cultural exception highlights the specificity of cultural products and services, including special recognition by the European Union in its Declaration on Cultural Diversity. In this context, the objective is to defend against what is seen as a "co modification" - considered harmful to a "disadvantaged" culture - supporting its development through grants, promotion operations, etc., also known as "cultural protectionism". This defence may also refer to incorporating "cultural rights" provisions, conducted unsuccessfully in the early 1990s in Europe, into a layer of human rights (Hacker, Violaine (2011).

Cultural uniformity; Cultural diversity is presented as the antithesis of cultural uniformity and some (including UNESCO) fear this hypothesis of a trend towards cultural uniformity. To support this argument they emphasize different aspects; the disappearance of many languages and dialects, regarding for example the languages of France, without legal status or protection, anxiety of people on the preservation of their traditions as in New Zealand, coastal regions in Australia, North America, Central America, Increasing cultural pre-eminence of the United States through the distribution of its products in film, television, music, clothing and nutritional products promoted in audio-visual media, consumer products virtually standardized on the planet like pizza, restaurants, fast food, etc (Conrad Philip K, 2002).

Moral behavior

Moral behavior is the behavior which is judged to be acceptable by generally acknowledges standards of right or wrong. Like any other behaviour which is judged on it is morality which affected by factors like geographic and peer group (James V. Mc Connell 1992).

Moral truth: If there are moral truths (or something similar enough to moral truths; we recognize that the met ethical issues are complex), the booster and motivationally ineffectual discovery views predict that ethicists will be better in touch with those truths than are nonethicists, as a result of their greater tendency toward philosophical moral reflection. The epiphenomenalist view predicts that ethicists and non-ethicists will be similarly in touch or out of touch with moral truths. On the rationalization view, ethicists' moral judgments might be farther from the moral truth than non-ethicists', if the pressure of moral reflection toward attitudebehavior consistency draws ethicists disproportionately toward erroneous moral attitudes that superficially justify the bad behavior to which we are all tempted.

Attitude-behavior consistency: The booster view and the rationalization view predict that ethicists' higher rates of philosophical moral reflection will lead them to show greater attitude behavior consistency than do non-ethicists (though the two views predict this result for different reasons). The epiphenomenalist view predicts that ethicists and non-ethicists will show similar levels of attitude-behavior consistency. On the motivationally ineffectual discovery view, ethicists might show less attitude-behavior consistency than do non-ethicists, if ethicists' skills help them escape the everyday self-serving rationalizations that veil immoral behavior behind false principle.

Culture diversity is the ever changing value, traditions, social and political relationship and world view created, share and transformed by a group of people bound together by a condition of factors that include a common history, geographic location, language, social class and region (NIETO 1999).

Skinner and Freud (1960: 43) noted that moral behaviour can be experienced by three sorts of mechanism that is reinforcement, punishment or threat and wondering or imitation. The purpose of reinforcement or reward techniques is to increase the probability of a desired behaviour, punishment creates fear or obedience while threat discourages the probability of undesired behaviour.

2.1 Theoretical perspective

The study was based on learning theory advocated by Thorndike (1932), he argued that human beings learn much the same way that animals do, his studies with cats in puzzle box led him to believe most new behaviors come about by trial and error learning. In this theory learning is a matter of acquiring behavioral responses and that these responses had to be forced on your external environment.

2.2 The Conceptual Framework

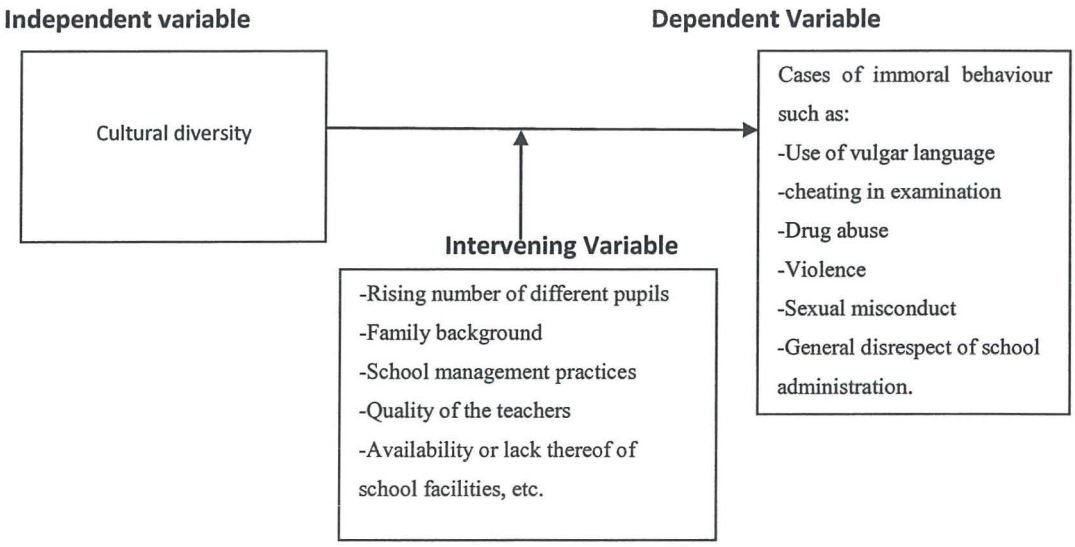

Figure 1.1 Constructed by the researcher (2012)

The frame work in figure 2.2 illustrates the perceived relationship between cultural diversity and the rising cases of pupils' immoral behaviours. The framework assumes that a link between the cultural diversity and the rising cases of pupils immoral behaviour characterized by: use of vulgar language, cheating examination, drug abuse, violence, sexual intercourse and general disrespect of university regulation, among others.

The framework also highlights some intervening or moderating variable that may be responsible for the escalating cases of immoral behaviour. These include; rising number of different pupils, family background, school management practices, and quality of the teachers; among others. Nevertheless the conceptual framework hypothesizes that holding the extraneous variables constant, the rising cases of immoral behaviours among pupils is largely associated with diversification of culture.

Nature of immoral behaviors in university

Immoral is not a new phenomenon in university, and it has been a problem for many years. Tauber (1995) states that for as far back as one can research, educators have been concerned with moral in schools. Charles (1993) cited in Tauber (1995) observed that immoral behaviour, class control, classroom management, keeping order in the school has been the educator's greatest concern. Moral behaviour is so crucial, so basic to everything else in the university, that most educators agree, it is the one thing that makes or breaks educators. This suggests that immoral behaviour has been, and continues to be a problem for many educators. However, Tauber (1995) believes that moral behaviour does not have to be a problem in future. Educators need to guide learners to take responsibility for their own behavior. The ultimate goal of strategies for managing moral behaviour in future is to empower students to develop self-discipline and self control (Fennimore, 1995).

According to Blandford (1998), there is widespread breakdown in school moral universally. Educators respond by blaming the decline on family and societal values which makes their task in schools difficult, sometimes impossible. In agreement, Tauber (1995) believes that moral problems do not just occur out of nowhere. They are precipitated at home and out school environment that in turn affects learners' readiness to learn when they come to school. Savage

(1991) urges that in the era of educational reform, moral behaviour continues to emerge as an area needing immediate attention.

Gootman (2001) agrees that moral behaviour poses a great challenge in today's schools because of the pressure society has imposed on individuals and families. The effects of drug abuse, spouse abuse, child abuse and neglect, community and media-generated violence, poverty and single parenting reverberate in schools. Many youth bring the baggage of dysfunction straight into the classroom and unpack their pain concealed in mis behaviour and underachievement. They push educators to their limits and render discipline all consuming, overshadowing and threatening to academic learning (Gootman, 2001). In this respect, discipline problems may range from crimes in schools committed by students, such as robbery and drug dealing, to lack of respectful behaviour towards teachers and classmates (Moles, 1990). These problems affect the learning environment in schools universally. Many educators believe that immoral behaviour interferes with their teaching and with effective learning.

2.3 Related studies

Cultural diversity and Moral behavior

Dwery (1916) noted that the family is generally regarding as the most obvious potent source of moral learning for children. He further enriches his findings by noting that formal education sets a foundation for education which performs a balancing function by giving an individual an opportunity to escape from the limitations of the social group in which he/she was born and to come into living contact with the boarder environment, the function of formal education which is to eliminate as far as possible the undesirable influence of wider society.

Nevertheless, available literature about the moral problem in Tanzania schools in general and Zanzibar in particular highlights teenage pregnancy (Charence, 2008), cultism, vandalism and examination malpractice (Ozombo (2010), indecent dressing sexual relationships, illicit possession of pornographic (Yaroson & Zaria, 2004), disobedience, riots, and strikes (Bello, 1980). There was little or no respect for teachers, illegal sex, making of racial comments, being abusive, hitting pupils or hitting teachers, theft, disrespect of teachers and carrying deadly weapons at school (David, 2008), drinking liquor, possessing liquor, assaults, theft, immorality, absenteeism, visiting dancing halls and disgraceful conduct (Admini, 2010 Gregory, 2008). The list of cases of misconduct so highlighted is quite extensive and varied, however, the literature in

point was not only limited to Unguja District. Besides, most of the literature is captured from press reports or second hand accounts whose authenticity and accuracy may be questionable.

Thus, the types of misbehavior found in university today are many and varied. However, Fannimore (1995) pointed out that the behavior of students in school is always related to the context of all what is taking place during the education process. Various studies also show that universities have different opinions of what constitutes serious moral problems. What is considered a serious discipline case in one university could be taken as a minor infraction in another college the current study therefore comes in handy to clarify such issues particularly in Unguja District.

Bateman (2002) argues that managing diversity involves organizations making change in their system, structure and management practice in order to eliminate barriers that may keep people from reaching their full potential.

Cultural diversity concerns people from various areas that have various ways of living, understanding things, beliefs, values, clothing; this has influence the focused point of laboring people of certain belief which is contrary to the one of the other group in the organization. After someone realizing that they are member this will keep harmony and togetherness, helping each other instead of quarrelling as far as each one the organization is conscious of what his group mate likes or dislike. Hell Riegel Jackson (2002).

Eugene (1995) noted that, with regards to formal features of morality there is a proscriptive character; Morality prescribes a course of action to be taken or avoided. Moral prescription or judgment entails on obligation in conscience so it may be right to accuse some students as being immoral because they are aware that they are doing what they do not to offend anyone thus it would be a fair pigment.

William (1968) learnt and asserted that, children get the first instructions from their parents and near relatives, such as mutual cooperation and love, that is why when they stay together at the campus portray what they learnt from earlier instructions which helps them to stay amicably with each other.

Dewey (1960) noted that, the family is generally regarded as the most obvious potent source of moral learning for children "He further enriches his findings by noting that formal education sets a foundation for formal behavior which performs a balancing function by giving an individual an opportunity to escape from the limitations of the social group in which he or she born and to come into living contact with the boarder environment, the function of formal education is to eliminate as far as possible the undesirable influence of wider society.

Alfred (1974) noted that all the elements of cultural diversity, the shares belief, values and expectations about the appropriate ways to behave in certain situations. Influence our attitudes including our attitudes including our racial prejudices without even knowing that we are doing so, we automatically accept the prejudices and stereotypes of our group. If the culture provides racist information as well as pressures to conform to these teachings we will tend to prejudice simply as a means of functioning effectively in a racist society and with other who are racist.

Bandura (1989) in his modal of social learning observed that to identify a given culture it involves identifying and analyzing the behaviors (morals) the cognition and the environment. Behaviour environment and cognitive personal activities can influence and vice versa "The three aspects are all interrelated. Students at the university form a family with personal activities that are run on a preplanned behaviour that is ought to be expected and obeyed.

Hayeks (1980), argues that moral behaviour changes because of individual perception and action. Individual moral behaviour becomes a moral rule when prominently displayed by members of a certain society in specific solution.

Identifying the gap

The literature review above outlines the relationship between quantification and attitude behaviour consistency but it did not mention about the relationship between cultural diversity and moral behaviour, however, informative as it is, the studies did not clarify how the alternative ways of enforcing moral behaviours could be effectively employed by universities in Zanzibar, the knowledge gaps highlighted above therefore makes the current study quite pioneering in Zanzibar context therefore there is need to close this gap by the researcher.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the research design, selection of universities, and procedures for sampling and selecting the subjects that were used in the study, the instruments used to collect data and how their validity and reliability was established. It also includes the procedure for collecting data and later analyzed.

3.1 Research Design

This study employed the descriptive survey design specifically the descriptive correlational strategies. Descriptive studies were non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. It also involves events that have already taken place and may be related to present conditions (Kothari, 2004). Further, descriptive surveys are used to discover causal relationships (descriptive correlational), to provide precise quantitative description and to observe behaviour (Treece and Treece, 1973).

3.2 Research population

The population of this study comprised of two public universities of Zanzibar where by students and lecturers from selected universities in Zanzibar such as State University of Zanzibar (SUZA) and Zanzibar University has been selected which are located in western Urban. Public universities were selected for this study for two reasons. Firstly, public universities have assistance lecturers and senior lecturers that are bound by the professional code of conduct and the rules and regulations governing the standards set by the higher institution. Secondly more cases of immoral behavior are reported in public universities than in private universities (guidance and counseling report 2012) The research population included total number of 247. Therefore, a clearer picture would be discerned by focusing on government universities. The two considerations provided the researcher with a good representation of schools that would strengthen the reliability and validity of finding.

3.3 Sample size

The researcher used systematic random sampling technique in order to obtain sample size by using Slovene's formula.

The study was a **total population of 247** respondents, from simple random technique **204 selected as a sample size.** The Slovene's formula was used to determine the minimum sample size.

$$n = \frac{N}{1+Na^2}$$

Table 1: Show the Sample Size Distribution

CATEGORY	**Target population**		**Sample size**	
	Lecturers	Students	Lecturers	Students
ZANZIBAR UNIVERSITY	26	98	24	78
SUZA	26	98	24	78
TOTAL	52	196	48	156
Grand Total				204

Source: primary data (2013)

3.5 Sampling procedure

The respondents to the study were selected using simple random sampling technique, where lists of Lecturers and students were obtained from different faculties and their names were put in rota and randomly selected to participate in the study.

3.6 Research Instruments

Questionnaires, interviews, and documentary analysis were the instruments used to collect data for this study as described below.

3.6.1 Questionnaires.

The researcher used both closed and open ended questionnaires. Open ended questionnaires allowed the respondents unrestricted chance to express their personal feelings and attitude about the cultural diversity and moral behaviour. Closed ended questionnaires were used to collect specific and focused information. Questionnaires were used because the researcher was dealing with large and elite group of people that spread through the compasses. The questionnaires also allowed respondents to get time and space to fill them at will without prior influence from the researcher. They also easily provided nominal values to the responses that were given in order to draw data to answer the research questions (Amin 2005).

3.6.2 Interviews

In this instrument the researcher collected data by having direct contact with the respondents. The researcher engaged interviewees in oral questioning so as to solicit the desired responses. It was hoped that through interviewing, the respondents would talk freely and express their views about the variables under study. Assistance and senior lecturer were interviewed and their response elicited reflective responses that clarified data extracted through other instruments. Furthermore, interviews provided the researcher with a one-on-one discussion that elicited detailed and reflective responses by providing emphasis and clarifications on various issues as they arose during the interviews. This gave the researcher an in-depth understanding of the situation

3.7 Validity and reliability

According to Gay (2002), validity is the degree to which an instrument tests what it is intended to test and what is officially acceptable; while reliability is the degree of consistency or dependability of the instruments in relation to what it is meant to test. In order for the researcher to obtain the expected results from the data collected, validity of the instrument was teats by administering the instruments in a pre test in one public primary school in the district that did not participate in the real study. Before the pre test, however, the instruments were vetted by the supervisor and three senior lecturers in the faculty of education. As advised by the professors, the questionnaires and interview guides were improved and sharpened to facilitate collection of valid

data. The improvements suggested and effected included; item phrasing, elimination of double-barrelled items, grammar, simplifying the questions, and asking probing questions; among others.

There after the instruments were deemed fit to collect the required data. After fine tuning the instruments, the pre-test was done, and basing on the field experience and the data collected, the instruments were further refined as recommended by the supervisor. This facilitated collection of consistent findings from the different schools and respondents in different settings, various ages, and sex. In that respect, the researcher is confident that the data obtained is valid and reliable.

3.9 Data Gathering Procedures

Before the administration of the questionnaires

An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to ask for approval to conduct the study from respective respondents. Once approved, the researcher secured a list of the qualified respondents from the Kenyan Ministry of Commerce and Industry. The names were put in a rota and selected randomly using the simple random sampling technique. The respondents were briefed about the study and were requested to sign the informed consent form.

During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered. The researcher and assistants were emphasizing the retrieval of the questionnaires within five days from the date of distribution. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered was collected, encoded into the computer and statistically analyzed using the Statistical Package for Social Sciences (SPSS).

3.9 .1 Data Analysis

Different statistical techniques were used namely: Simple frequency counts and percentage distributions were used to analyze data on profile of respondents. Means and rank were used to determine the level of cultural diversity and moral behavior. An item analysis helped to identify the strengths and weaknesses of students and Lecturers in terms of cultural diversity and moral

behavior from which conclusions and recommendations were derived. The following numerical values and response modes were used to interpret the means;

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	Very high
2.51 - 3.25	Agree	High
1.76 - 2.50	Disagree	Low
1.00 - 1.75	strongly disagree	Very low

The Pearson's Linear Correlation Coefficient (PLCC) was used to determine the significant relationship between the level of cultural diversity and moral behavior, and to test the null hypothesis of the study.

3.9.2 Ethical Considerations

Ethics is a moral issue that deals with what is right and what is wrong. It is commonly defined as a professional adhering to the standards of conduct put forward by the profession that he finds himself in (Babbie & Mouton, 2004).

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on the institution effectiveness through a written communication to the author.
2. The respondents and their positions were coded instead of reflecting the names.
3. Solicit permission through a written request to the concerned officials of the said Universities included in the study.
4. Request the respondents to sign in the informed Consent Form (Appendix 3)
5. Acknowledge the authors quoted in this study and the author of the standardized instrument through citations and referencing.
6. Present the findings in a generalized manner.

3.9.3 Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize the threats to the validity of the findings of this study.

1. Extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

2. Instrumentation: The research instruments on lecturer utilization were not standardized. Therefore, a validity and reliability test was done to produce a credible measurement of the research variables.

3. Testing: The use of research assistants about inconsistency in the administration of the questionnaires in terms of time of administration, understanding of the items in the questionnaires and explanations given to the respondents. To minimize this threat, the research assistants oriented and briefed on the procedures to be done in data collection.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter presents the analysis and interpretation of data collected from the field. Data analysis and interpretation was based on the research objectives. Below are the data presentations and analysis of research findings;

Demographic characteristics of the Respondents

The first objective of this study was to determine the profile of respondents as to gender, age, level of education and experiences in those universities.

Table 2 (A): Frequency distribution of Respondents (students)

Category	**Frequency**	**(%)**
Gender		
Male	93	59.6
Female	63	40.4
Total	**156**	**100**
Age		
20-30 years	52	33.3
31-40 years	64	41.0
41-50 years	38	24.4
51 years and above	2	1.3
Total	**156**	**100**
Educational Qualifications		

Certificate	6	3.8
Diploma	38	24.4
Bachelor	86	55.1
Masters	26	16.7
Phd	0	0.00
Total	**156**	**100**

Sources: Primary Data 2013

Table 2(A), shows that (59.6%) were male and (40.4%) of the respondents were female. This clearly shows that majority of the respondents were Male students.

In terms of age, the majority of the students represented in this study were between the age 31-40 (41.0%), followed by respondents aged between 20-30 (33.3%) and (24.4%) of respondents were between 41-50 years and 51-and above is (1.3%).

Table 2 (A) also shows that majority of the respondents (55.1%) were bachelors holders, the second groups of the respondents (24.4%) were Diplomas holders and (16.7%) were holding masters while 3.8% were certificate holder.

Table 2 (B): Frequency distribution of Respondents (Lecturers)

Category	Frequency	(%)
Gender		
Male	30	62.5
Female	18	37.5
Total	48	100
Age		
20-30 years	6	12.5
31-40 years	33	68.8
41-50 years	8	16.7

51 years and above	1	2.0
Total	48	100
Educational Qualifications		
Certificate	0	0.0
Diploma	0	0.0
Bachelor	12	25.0
Masters	29	60.4
Phd	7	14.6
Total	48	100
Number of Years (Experiences		
Below 1 year	4	8.3
1-2 years	3	6.3
3-4 years	13	27.1
5-6 years	23	47.9
7 years and above	5	10.4
Total	48	100

Sources: Primary Data 2013

Table 2(B), shows that (62.5%) were male and (37.5%) of the respondents were female. This clearly shows that majority of the respondents were Male lecturers.

In terms of age, the majority of the lecturers represented in this study were between the age 31-40 (68.8%), followed by respondents aged between 41-50 years (16.7%) and (12.5%) of respondents were between 20-30 years and 51-and above is (2.0%).

Table 2(B) also shows that majority of the respondents (60.4%) were masters holders, the second group of respondents (25.0%) were bachelor holders and (14.6%) were holding PhD, and there is no certificate and Diplomas holders.

In terms of working experience, majority of the respondents (47.9%) were 5-6 years in working experience. Followed by (27.1%) of lecturers who had 3-4 years experience and (10.4%) were

between the 7 years and above and 6.3% were 1-2 years experience. These indicate that majority of the lecturers had enough experience in working.

Level of Cultural diversity

The independent variable in this study was cultural diversity and the researcher wanted to determine its level. Cultural diversity was operationalized using twenty questions in the questionnaire, each of these questions was based on the four likert scale and respondents were asked to rate the extent to which cultural diversity is high or low by indicating the extent to which they agree or disagree with each question. Their responses were analysed using SPSS and summarized using means as indicated in table 3;

Table 3: Level of Cultural diversity

Variables	Mean	Interpretation	Rank
Quantification			
Multilingualism is promoted in your university.	3.10	High	1
Student of all age are capable of change.	2.96	High	2
Students are familiar with the mission and objectives of the university.	2.83	High	3
Student who have recently joined the university are capable of changing their attitude towards racial issues.	2.77	High	4
There are number of languages spoken at your University	2.48	Low	5
Average mean	**2.82**		
Cultural heritage			
Student who have been enrolled in the university for more than three years are capable of changing their attitude towards racial issues.	2.77	High	1
A culture of cooperation exists among students	2.71	High	2
The leadership style has changed to suit the new environment.	2.67	High	3
Organization change has taken place in my faculty during the past three years.	2.56	High	4
Procedures have been implemented to address gender equity.	2.44	Low	5
Average mean	**2.63**		
Defence			
The university takes action on protection of gender discrimination.	2.71	High	1
Cultural differences are freely articulated and ironed out to create harmony.	2.69	High	2
All students believe in the change process in order to accommodate all cultural differences.	2.54	High	3
University student is involved in decision making process in the university.	2.52	High	4
I have ever been personally involved in any conflict that was based on cultural diversity at the university.	2.40	Low	5
Average mean	**2.57**		

Cultural uniformity			
Attitude changes starts at the top management of the university.	3.10	High	1
Educators have a positive perception regarding issues/aspect relating to cultural diverse of the university	2.71	High	2
The university has a policy based on cultural diversity.	2.67	High	3
Procedures have been implemented to address racial equity.	2.33	Low	4
Cultural diversity is viewed as racism.	2.33	Low	5
Average mean	**2.62**		
Overall mean	**2.66**		

Source: primary data, 2013

Mean range	**Response range**	**Interpretation**
3.26 - 4.00	strongly agree	Very high
2.51 - 3.25	Agree	High
1.76 - 2.50	Disagree	Low
1.00 - 1.75	strongly disagree	Very low

Results in table 4 revealed that level of cultural diversity was generally rated high and this was indicated by the average mean (mean=2.65), implying that the University students highly use different languages, beliefs, values and knowledge. Still results in table 3 indicate that the following items of cultural diversity were rated high; Multilingualism is promoted in your university (mean=3.10); Attitude changes starts at the top management of the university (mean=3.10); Student of all age are capable of change (mean=2.96), Students are familiar with the mission and objectives of the university (mean=2.83), Student who have recently joined the university are capable of changing their attitude towards racial issues (mean=2.77), Student who have been enrolled in the university for more than three years are capable of changing their attitude towards racial issues (mean=2.77), A culture of cooperation exists among students (mean=2.71), Educators have a positive perception regarding issues/aspect relating to cultural diverse of the university (mean=2.71), The university takes action on protection of gender discrimination (mean=2.71), Cultural differences are freely articulated and ironed out to create harmony (mean=2.69), The leadership style has changed to suit the new environment (mean=2.67), The university has a policy based on cultural diversity (mean=2.67), Organization change has taken place in my faculty during the past three years (mean=2.56), All students believe in the change process in order to accommodate all cultural differences (mean=2.54),

University student is involved in decision making process in the university (mean=2.52), implying that these students do practice and enjoy the mixed culture. Still results indicate that the following items of cultural diversity were rated low; Performance appraisal takes cultural diversity into account (mean=2.48), Procedures have been implemented to address gender equity (mean=2.44), I have ever been personally involved in any conflict that was based on cultural diversity at the university (mean=2.40), Procedures have been implemented to address racial equity (mean=2.33), Cultural diversity is viewed as racism (mean=2.33), therefore implying that on such aspects cultural diversity has been performed poorly.

Level of Moral behavior

The dependent variable in this study was moral behavior for which the researcher wanted to determine its level. Moral behavior was operationalised using eight questions in the questionnaire, each of these questions was based on the four likert scale and respondents were asked to rate the extent to which moral behavior is good or poor by indicating the extent to which they agree or disagree with each question. Their responses were analysed using SPSS and summarized using means as indicated in table 4;

Table 4: Level of Moral behavior

Items **Indicators of Moral behaviour**	**Mean**	**Interpretation**	**Rank**
The role played by parents to students on moral behavior is greater than the one played by teachers	3.19	High	1
The way you behave now is influenced by the environment in which you live	2.97	High	2
Student adapt most of immoral behaviour form the environment around the university.	2.93	High	3
Moral behaviour starts at home.	2.90	High	4
I receive my moral education lesson from my fellow students.	2.69	High	5
Media play a big role to influence your moral behaviour.	2.63	High	6
There are some rules and regulations to control university students behaviour	2.60	High	7

Permisiveness at the university level is responsible for immoral behaviour of the students.	2.56	High	8
Average mean	**2.80**	**High**	

Source: primary data, 2013

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	Very high
2.51 - 3.25	Agree	High
1.76 - 2.50	Disagree	Low
1.00 - 1.75	strongly disagree	Very low

Results in table 4 revealed that level of moral behavior was generally rated high and this was indicated by the average mean (mean=2.80), implying that the University students in Zanzibar are well disciplined. Still results indicate that the highest rated item of moral behavior was; The role played by parents to students on moral behavior is greater than the one played by teachers (mean=3.19) and this was followed by; The way you behave now is influenced by the environment in which you live (mean=2.97), implying that parents also play a big role in maintaining students' discipline than Teachers.

Relationship between Cultural diversity and Moral behavior

The last objective in this study was to establish whether there is a significant relationship between Cultural diversity and Moral behavior in selected University students in Zanzibar Tanzania. On this, the researcher stated a null hypothesis that there is a significant relationship between Cultural diversity and Moral behavior in selected University students in Zanzibar Tanzania. To achieve this last objective and to test this null hypothesis, the researcher correlated the overall mean on Cultural diversity and that on moral behavior using the Pearson's Linear Correlation Coefficient, as indicated in table 5;

Table 5: Significant correlation between Cultural diversity and Moral behavior in selected University students in Zanzibar Tanzania

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
Cultural diversity Vs Moral behaviour	-.348	.015	Significant relationship	Rejected

Source: Primary Data 2013

Results in table 5 indicated a positive significant relationship between Cultural diversity and moral behavior in selected University students in Zanzibar Tanzania, since the sig. value 0.015) was less than 0.05, which is the maximum level of significance required to declare a significant relationship in social sciences. Therefore this implies that improved Cultural diversity leads to the improvement in moral behavior and poor Cultural diversity reduces it. Basing on these results the stated null hypothesis was rejected and a conclusion made that better Cultural diversity enhances the level of moral behavior among University students in Zanzibar Tanzania.

Table 6: Regression analysis between Moral behaviour and Cultural diversity

Variables regressed	Adjusted R^2	F-value	Sig	Interpretation	Decision on H_o
Moral behavior VS Cultural diversity	0.563	141.686	0.000	Significant effect	Rejected
Coefficients	**Beta**	**t-value**	**Sig.**		
(Constant)		9.438	.000	Significant effect	Rejected
Cultural diversity	.251	2.292	.024	Significant effect	Rejected

Source: Primary Data 2013

Regression analysis results in table 6 above indicated that cultural diversity accounted for 56% on moral behavior indicated by adjusted R squared of 0.563 leading to a conclusion that cultural diversity significantly affects moral behaviour.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of major findings, conclusions and recommendations plus suggested areas that need further research.

5.1 Findings

This study intended to find out the relationship between Cultural diversity and moral behavior in selected University students in Zanzibar Tanzania. It was guided by four specific objectives that included determining the i) profile of respondents in terms of gender, age, education qualification and number of years teaching experience; ii) determining the level of Cultural diversity; iii) examining the level of moral behavior; iv) the relationship between Cultural diversity and moral behavior in selected University students in Zanzibar Tanzania.

The study findings indicated that majority of students were male (59.6%) ranging between 20-30 years (41%) and these were on bachelors degree (55.1%), still results indicate that majority of Lecturers were male (62.5%) ranging between 31-40 years (68.8%) and these had masters degree (60.4%) and had worked for 5-6 years (47.9%).

Data analysis using means showed that the level of cultural diversity was rated high on average (mean=2.65), implying that these students and lecturers do practice and enjoy the mixed culture within their environment. This is also in line with Hell Riegel Jackson (2002) who noted that cultural diversity concerns people from various areas that have various ways of living, understanding things, beliefs, values, clothing, this has influenced the focused point of laboring people of certain belief which is contrary to the one of the other group in the organization. After someone realizing that they are members of the same group, this will keep harmony and togetherness.

The level of moral behavior was found to be high and this was indicated by the average mean (mean=2.80), which implies that not only teachers but also parents play a big role in maintaining students' discipline, and therefore this is in line with Hayeks (1980) statement, who argues that moral behaviour changes because of individual perception and action, individual moral

behaviour becomes a moral rule when prominently displayed by members of a certain society in specific solution and a set of moral rules eventually forms the ethical code of a society.

The findings also indicated a positive and significant relationship between Cultural diversity and moral behavior in selected University students in Zanzibar Tanzania, this is indicated by (r-value=0-.348, sig-value= 0.015), because of the significant value being less than 0.05, which is the maximum level of significance required to declare a relationship significant. Therefore implying that better Cultural diversity enhances the level of moral behavior among University students in Zanzibar Tanzania, and this is in line with Cushner K (1990) who noted that for one to be regarded morally upright he/she must have learnt a certain culture, mostly the society he or she is living, learning usually requires practice much more often in some cultures than in other. Therefore Students in University community will learn and adapt the set rules and regulations which create a general code of conduct.

5.2 Conclusions

From the findings of the study, the researcher concluded that majority of students were male (59.6%) ranging between 20-30 years (41%) and these were on bachelors degree (55.1%), still results indicated that majority of Lecturers were male (62.5%) ranging between 31-40 years (68.8%) and these were had masters degree (60.4%) and had worked for 5-6 years (47.9%).
The level of cultural diversity was rated high and this was indicated by the average mean (mean=2.65), concluding that the University students highly use different languages, beliefs, values and knowledge.

The level of moral behavior was generally rated high and this was indicated by the average mean (mean=2.80), therefore concluding that the University students in Zanzibar are well disciplined.

There is a positive significant relationship between Cultural diversity and moral behavior in selected University students in Zanzibar Tanzania, since the sig. value 0.015) was less than 0.05, Therefore concluding that better Cultural diversity enhances the level of moral behavior among University students in Zanzibar Tanzania.

There was a significant effect between moral behaviour and cultural diversity which leads to a conclusion that cultural diversity significantly influences moral behaviours and this is indicated by the sig value in the coefficients table (sig=0.015).

5.3 Recommendation

From the above findings, the following recommendations were made;

1. The researcher recommends that the University of Zanzibar should embrace and appreciate cultural diversity within the institution; there should be a representation of all regions of countries in terms of cultural diversity with the senior administration staff, senior academic staff, teaching staff and the student's body.

2. The State University of Zanzibar (SUZA) should support the development of policy and strategies at individual university level that addresses elements of difference, such as gender, disability and ethnicity; this will help to reduce on moral degeneration among students.

3. The University lecturers and students should be aware of the varied cultures, behaviour, and expectations of the different groups and sub-cultures on campus and how they interact with each other and should be more equipped in order to manage such diversities.

The University should provide opportunities for discussions on diversity and its challenges; this will benefit both new and continuing lecturers and students by discussing challenges related to the multicultural academics and social space at the university.

Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

1. Cultural diversity and conflicts in selected University students in Zanzibar Tanzania.
2. University environment and students disciplines in selected University students in Zanzibar Tanzania.
3. University policy and students disciplines in in selected University students in Zanzibar Tanzania.

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APPENDICES

APPENDIX I A

TRANSMITTAL LETTER OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR SHADIDA ALI JUMA

REG. NO.MHR/37070/121/DF, TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Master of Arts in Human Resource Management.

She is currently conducting a field research for her dissertation entitled,

CULTURAL DIVERSITY AND MORAL BEHAVIOR AMONG STUDENTS IN SELECTED UNIVERSITIES IN ZANZIBAR

Your institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail her with the pertinent information she may need.

Any data shared with her will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,

Novembrieta R. Sumil, Ph.D.

Deputy Vice Chancellor, CHDR.

APPENDIX IB

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Master in Human Resource Management candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled **CULTURAL DIVERSITY AND MORAL BEHAVIOR AMONG STUDENTS IN SELECTED UNIVERSITIES IN ZANZIBAR .**

Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within two weeks.?

Thank you very much in advance.

Yours faithfully,

MS. SHADIDA ALI JUMA

APPENDIX IC

KAMPALA
INTERNATIONAL
UNIVERSITY

Ggaba Road–Kansanga
P.O.Box 20000, Kampala, Uganda
Tel: +256-414-266813 / +256-772-322563
Fax: +256-414-501 974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICA AND MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREE AND RESEARCH (CHDR)

Date: 25th May, 2013

RE: REQUEST SHADIDA ALI JUMA MHR/37070/121/DF TO CONDUCT RESEARCH IN YOUR ORGANIZATION

The above mentioned is a bonafide student of Kampala International University pursuing Master of Art in Human Resource

She is currently conducting a research entitled "Cultural diversity and moral behavior among selected university students in Zanzibar"

Your organization has been identified as a valuable resourced of information pertaining to her research project. The purpose of this letter is to request you to avail her with pertinent information she may need.

Any information shared with her from your organization shall be treated with utmost confidentiality

Any assistance rendered to her will be highly appreciated

Yours truly,

Dr. Malinga Ramadhan
Head of Department,
Economics and Management Sciences, (CHDR)

NOTED BY:

Dr. Sofia Sol T. Gaite
Principal-CHDR

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date_____

Candidate's Data

Name_____

Reg.# _____

Course _____

Title of Study _____

_____

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Shadida Ali Juma that will focus on cultural diversity and moral behavior.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials:_____

Date_____

APPENDIX IVA

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

__ (1) Male

__ (2) Female

Age

Qualifications Under Education Discipline(Please tick)

- **Certificate** _____
- **Diploma** _____
- **Bachelors** _____
- **Masters** _____
- **Phd.**_____

Other qualifications other than education discipline

_____

Number of years Teaching Experience (Plese Tick);

- **Less than/Bellow one year**
- **1- 2yrs**
- **3- 4yrs**
- **5- 6years**
- **7 years and above**

APPENDIX IVB

QUESTIONNAIRE TO DETERMINE LEVEL CULTURAL DIVERSITY

Direction 1: Please use the rating guide provided below with reference to the **cultural diversity** . Kindly write your scoring on the space provided before each option.

Response Mode	**Rating**	**Description**
Strong Agree	(4)	Very high
Agree	(3)	High
Disagree	(2)	Low
Strong Disagree	(1)	Very low

QUESTIONNAIRE ON CULTURAL DIVERSITY

_____1. The University has a policy based on cultural diversity.

_____2. I have ever been personally involved in any conflict that was based on cultural diversity at the university.

_____3. Multilingualism is promoted in your university.

___4. Formal functions is the method of change used to acclimatize student to cultural differences.

-----5. Attitude changes starts at the top management of the university.

___6. Student who have recently joined the university are capable of changing their attitude towards racial issues.

-----7. Student who have been enrolled in the university for more than three years are capable of changing their attitude towards racial issues.

-----8. University student is involved in decision making process in the university.

-----9.All students believe in the change process in I order to accommodate all cultural differences.

-----10.Educators have a positive perception regarding issues/aspect relating to cultural diverse of the university.

-----11.Student of all age are capable of change.

-----12.Performance appraisal take cultural diversity into account.

-----13.Student are familiar with the mission and objectives of the university.

-----14.Organization change has taken place in my faculty during the past three years.

-----15.Procedures have been implemented to address gender equity.

-----16.Procedures have been implemented to address racial equity.

-----17.A culture of cooperation exist among students.

-----18.The leadership style has changed to suit the new environment.

-----19.Cultural differences are freely articulated and ironed out to create harmony.

-----20.The university takes action on protection of gender discrimination.

-----21.Cultural diversity is viewed as racism.

Source. Tojned W.W.W..TOJNED.net and iegd. Org/pff infarme IMPLEADO,S

APPENDIX IVC

QUESTIONNAIRE TO DETERMINE THE LEVEL OF MORAL BEHAVIOR

Direction 2: Please write your rating on the space before each option which corresponds to your best choice in terms of your school. Kindly use the rating guide below:

Response Mode	**Rating**	**Description**
Strong agree	(4)	Very high
Agree	(3)	high
Disagree	(2)	Low
Strong disagree	(1)	Very

____1. Moral behavior start at home.

____2. The role played by parents to students on moral behavior is greater than the one played by teachers.

------3. The way you behave now is influenced by the environment in which you live.

------4. Media play a big role to influence your moral behaviour.

-----5. There are some rules and regulations to control university students behaviour.

-----6. Student adapt most of immoral behaviour form the environment around the university.

-----7. I receive my moral education lesson form my fellow students .

-----8.Permissiveness at the university level is responsible for immoral behavour of the students.

APPENDIX V

THESIS BUDGET

S/NO	ITERM DESCRIPTION	QUANTITY	UNITY	RATE (TZ)	AMOUNT
1.	Flash	1	Pcs	5000	5000
2.	Note book	3	Ream	2000	6000
3.	Plain and ruled paper	3	Pc	900	27000
4.	Spring file folders	1	Item	7000	7000
5.	Travelling cost		No	15000	15000
6.	Calculator	1	Term	30000	30000
7.	Secretarial service		1 month	75000	75000
8.	Internet	1	Copies	12000	120000
9.	Printing and binding	7	days	9000	63000
10.	Subsistence allowance	10		6500	65000
11.	Miscellaneous 10%				80000
	TOTAL				3900000

APPENDIX VII

TIME FRAME

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Getting proposal title												
First Draft												
First submission to supervisor												
Second correction a												
Submission to coordinator and hearing												
Data collection												
Data analysis												
Submission of first draft to supervisor												
Submission of Research report												
Graduation												

RESEARCHE'S CURRICULUM VITAE

PERSONAL PARTICULARS

Full name	SHADIDA ALI JUA
Date of birth:	11/8/ 1980
Place of birth:	ZANZIBAR
Citizenship:	TANZANIAN
Religion:	MUSLIM
Marital status:	SINGLE
Profession:	TEACHER
Contact address:	Box 1105 ZANZIBAR
	Mobile +255776436363

- **ACADEMIC QUALIFICATION:**

LEVEL OF EDUCATION	YEAR, FROM – TO	SCHOOL/COLLEGE	AWARD
First Degree	2004 – 2008	SUZA	Degree
High level	1999 – 2001	Hamamni S. School	Certificate
Secondary school	1994 -1998	Lumumba Secondary School	Certificate

- **WORKING EXPERIENCE**

FROM – TO	INSTITUTION	TITLE
2008 – 2011	Mahonda Sec. School	Academic head/librarian