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The influence of integrity on academic staff performance in consultancy services in Tanzanian public universities

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Abstract

Academic dishonesty is a prevalent issue that affects individuals at all levels of the educational system. To explore the impact of integrity on academic staff performance in consultation services at Tanzanian Public Higher Learning Institutions (HLIs), a study was conducted using a stratified simple random sampling technique to obtain a sample size of 350 respondents. Additionally, 22 key informants who were heads of departments (HoDs) from respective public HLIs in Tanzania were selected using purposive sampling. Primary data were collected using closed-ended questionnaires distributed to academic staff and interviews with key informants. The quantitative data were analyzed using descriptive statistics and Multiple Linear Regression through SPSS software version 20 while content analysis was used for qualitative interviews. The study's findings revealed a significant positive correlation between integrity and academic staff performance in consultancy. Cumbersome registration and payment procedures, inadequate skills, low motivation, and fairness in payment were identified as reasons for unsatisfactory performance in consultancy. The study recommends that HLI leadership prioritize building integrity among its staff by adhering to rules and regulations..

***Keywords**: Integrity, Higher Learning Institutions, Academic Staff, Performance*

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1. Introduction

Academic integrity is among the most essential characteristics in Higher Learning Institutions (HLIs) worldwide (Marais, 2022). It is characterised as a dedication to critical principles such as justice, honesty, respect for others, Trust, equity, and rigour (Macfarlane et al., 2014; Bretag, 2016). It is essential because it promotes respect for others, Trust, excellent work, learning and creativity, critical thinking development, and personal progress (Cutri, 2021). It is fostered in three primary areas of HLIs: teaching, research, and consulting. Previous studies (Zhang, 2023; Zhao et al., 2022; Rajah-Kanagasabai & Roberts, 2015; Tauginien, 2016; Macfarlane et al., 2014) have focused on academic integrity in teaching and research, but consultancy has received little attention. Concerns about academic integrity in consultancy, on the other hand, are widespread (Peters et al., 2019). Academic integrity in consultancy services is essential for academic staff performance in consultancy services.

In Tanzania, academic integrity is described as keeping promises and exercising obligations as a public servant by an observed code of ethics (United Republic of Tanzania -URT, 2007). One component of improving performance and service delivery in Tanzania's public sector is to promote integrity. The United Republic of Tanzania has implemented various measures to strengthen public sector integrity. The Public Sector Reform Programme (PSRP) I-III is one of the reforms. According to PSRP-II, public workers must offer services with integrity, as evaluated by fundamental public service values such as fairness, honesty, equity, accountability, trust, objectivity, and impartiality (URT, 2005). Leadership commitment is critical in preserving and strengthening ethical behaviour in public service for effective integrity practice. Setting high standards and leading by example of moral ideals and devotion are all part of the leadership job. The United Republic of Tanzania government established the Public Leadership Code of Ethics Act (CAP 398 R.E. 2020) to improve the integrity of public sector executives.

On the other hand, government leaders have been given an ethical obligation that demands them to act with justice, honesty, respect and responsibility, trust, and equity. Despite all the values, traits, and importance placed on teachers, professional misbehaviour among teachers remains a severe problem worldwide. Laurent (2009), for example, claims a rise in teacher misbehaviour in Tanzania. Kanukisya (2018) also documented an increase in teacher misbehaviour. The extent to which public leaders in Tanzania exercise integrity in public HLIs must be clarified in the

literature. It also needs to be made clear whether employee performance in consultancy services is affected by integrity. The following issues were addressed in the paper: How is Integrity practised in public HLIs in Tanzania? Second, what is the influence of academic integrity on academic staff performance in consultancy services? It is essential because only a few waves have examined the practice of integrity and its influence on academic staff performance.

2. Theoretical Framework

2.1 Social Learning Theory

Social learning theory provides a theoretical foundation for arguing that ethical leadership will create an ethical climate in university settings. According to social learning theory, individuals are impacted by seeing role models in their environment (Brown et al., 2005). According to Bandura, practically anything that can be learned through direct experience may also be taught through vicarious experience, which involves seeing other people's behaviours and repercussions. Such outcomes make anticipatory learning simple. Employees in the workplace can learn what kinds of behaviour are tolerated, applauded, and penalised through role modelling. As a result, they become aware of the benefits of the patterned behaviour and the drawbacks of inappropriate behaviours. A person must be recognised as credible and attractive by others to be considered a role model. Being perceived as credible and attractive depends on the individual's authority and standing (Bandura, 1986).

When persons regarded as likely role models have high status or authority positions, others will strive to replicate their behaviours since they convey expectations and accepted standards (Enwereuzor et al., 2020). Due to their assigned duty, leaders in HLIs have positional authority to influence the behaviours of other academic staff to achieve HLIs-related objectives. The HLIs leaders are essential and possible sources of such role models. According to a social learning perspective on ethical leadership, ethical leaders (HLI leaders) affect the ethical behaviours of their subordinates (academic staff) by modelling. Thus, if HLI leaders are to be viewed as ethical leaders who can influence their subordinates' ethical behaviour, they must demonstrate exemplary credibility in their conduct as role models because other academic staff may be sceptical of such leaders' ethical assertions. HLI leaders become appealing and trustworthy as ethical role models by engaging in ethical behaviours valued by subordinates.

As a result, ethical leaders serve as social learning models by rewarding good behaviour and punishing bad behaviour (Treviño, 2003). By creating the ethical tone of HLIs and offering a road map to guide subordinates' ethical behaviours, such leaders are more likely to be viewed as leaders who retain high integrity in carrying out their leadership obligations. Such perceptions of leader integrity may spread to the university's ethical climate. In other words, academic staff are more inclined to regard ethical principles as people of integrity, which may help shape the university's ethical climate over time. Thus, we broaden the social learning viewpoint by including perceived leader integrity as a potential mechanism for transmitting ethical leaders' influence in a university setting. Ethical leadership fosters a sense of leadership integrity, which fosters a sense of being surrounded by a highly ethical atmosphere in the university. Previous social learning theory-based research has supported this idea (Enwereuzor et al., 2020).

2.2 Integrity

Being sincere and honest is defined as having integrity. It entails keeping promises, being trustworthy, and remaining constant in words, actions, and adversity (Brown et al., 2005; Caza et al., 2015). According to SLT, employees are more willing to respond to positive behaviour when their leaders treat them fairly and with integrity (Brown et al., 2005; Mayer et al., 2009; Su et al., 2021). Employees who believe their leaders have high integrity are more likely to be dedicated to the leader and the job, as well as to feel obligated to do something in return, such as making considerable extra efforts, which results in performance (Cropanzano & Mitchell, 2005; Ng & Feldman, 2015). Previous research has found a connection between a leader's integrity and employee effectiveness. Employees who trust their leaders are more likely to embrace and adhere to the leader's goals and vision and, as a result, can contribute more to performance, according to a study conducted by Caza et al. (2015) on the impact of leaders' perceived emotional sincerity on followers' trust. Employees who trust their leaders focus on their work tasks, helping them succeed and perform better (Brower et al., 2009). Employees are more satisfied with the leader when they have faith in him or her, according to the literature by Fulmer and Gelfand (2012). According to Simons et al. (2015), behavioural integrity has a significant relationship with employee performance because it builds trust in leaders, energising employees' in-role performance. According to Polanski and Yammarino (2011), employees who believe their leaders have high integrity have more transparent communication, which helps them understand what is expected of

them and boosts in-role performance. One strategy to improve performance is implementing a positive culture where integrity is highly valued. Integrity in HLIs refers to exemplary character attributes and work ethics, such as good judgment, honesty, dependability, and loyalty. Integrity promotes an open and positive work environment and an ethical attitude to decision-making in HLIs. HLIs will obtain respect and trust from academic staff by demonstrating integrity and dependability, which can significantly promote professional progression and overall success. HLIs can assist in developing employees' integrity by fostering a positive corporate culture.

2.3 Public Leaders' Integrity in Tanzania

Leader integrity perceptions have been highlighted as an essential quality of effective leadership (Moorman et al., 2013). Such impressions are crucial to followers because they provide critical information that reduces uncertainty surrounding the decision to follow (Lawrence, 2022). When followers see a leader as having integrity, they gain confidence that the leader will lead in an honest, felicitous, and concordant manner that aligns with the declared vision (Moorman et al., 2013). Given the importance of leader integrity in subordinates' perceptions of the leader, we chose to analyse leader integrity as perceived by subordinates, which could assist subordinates in building a holistic impression of their organisation. In a teaching situation, teachers are more likely to consider their principal, deans, directors, vice-chancellors, and deputy vice-chancellors as having integrity if they employ an ethical leadership style. Ethical leaders indicate to subordinates the importance and value of integrity by being wary of ethical norms and paying great attention to the ramifications of personal and organisational decisions on ethical concerns. Honesty, fairness, dependability, and integrity appear to be the watchwords of an ethical leader (Treviño et al., 2006). As a result, embracing ethical leadership will likely make subordinates see the leader as having great integrity. As a result, subordinates may believe that the university has an ethical climate.

In Tanzania's public sector, integrity is described as keeping promises and acting consistently as a public worker according to a code of ethics (URT, 2007). According to the Tanzania Code of Ethics and Conduct, a public employee functioning with integrity refrains from corruption and fraud, uses time and public equipment for public service alone, secures public monies and properties, and uses official time for official obligations. Conventional ethical public service

standards include being fair, honest, trusting, disciplined at work, industrious, accountable, noncorrupt, and consistent with norms and regulations (URT, 2022).

Since the 1990s, the United Republic of Tanzania (URT) has implemented public sector reforms to enhance performance and service delivery. The Public Service Reform Programme (PSRP), implemented in three stages, was one of the notable changes. PSRP-II was adopted between 2008 and 2012 to improve public service delivery regarding performance efficiency, quality, timeliness, and public service ethics and behaviour (URT, 2022). One component of improving performance and service delivery in Tanzania's public sector is to promote integrity. According to PSRP-II, public workers must offer services with integrity, as evaluated by fundamental public service values such as fairness, honesty, equity, accountability, trust, objectivity, and impartiality (URT, 2005). The code of ethics and behaviour for the public service, the public leadership code of ethics (CAP 388 R.E. 2020), and the Public service legislation (CAP 298 R.E. 2019) guide Integrity in Tanzania's public service. Public employees and leaders must operate with fairness, honesty, respect, responsibility, trust, equity, and accountability. (URT, 2005). Leadership commitment is critical in preserving and strengthening ethical behaviour and ineffective integrity practice, i.e., public service. Setting high standards and leading by example of moral ideals and devotion are all part of the leadership job.

In Tanzania, academic integrity is ensured in public HLIs. Tanzania Commission for Universities (TCU) promotes integrity among all university members. TCU has enacted a handbook for university education norms and principles in Tanzania. According to the manual, every HLI must adhere to academic integrity throughout teaching, research, and consultation activities. It is also mentioned that every HLI must foster high integrity by encouraging honesty and non-discrimination in treating academic staff and the public and administrating HLI activities and resources. To maintain academic integrity, leaders must build positive relationships with employees for academic staff in Tanzanian public HLIs (TCU, 2019). They must act reasonably, with respect, honesty, Trust, equity, and responsibility. According to SLT, a high-quality relationship is created when leaders and followers have a positive relationship (Brown et al., 2005). If HLI leaders demonstrate high-quality relationships with academic staff, and academic staff perceives leaders as honest, caring, trusting, and supportive, academic staff are more likely to

return the gesture with a commitment to the organisational goals, resulting in performance in teaching, research, and consultancy.

Consultancy is one of the tasks of academic personnel in Tanzanian public HLIs. TCU has designated hours for consulting services for all academic personnel in Tanzanian public HLIs. According to the TCU handbook for university education standards and guidelines in Tanzania, the weekly distribution of consultancy workload is as follows: tutorial assistant 6 hours, assistant lecturer 3.6 hours, lecturer 4 hours, senior lecturer 3 hours, and professor/associate professor 7 hours. The integrity of leaders in Tanzanian public HLIs is essential for improved performance of consultation services in Tanzanian public HLIs (TCU, 2019). When a positive relationship is established between HLI leaders and academic staff, academic staff will be more willing to repay leaders' assistance. If leaders demonstrate high-quality connections with academic staff, and when academic staff perceives leaders as honest, caring, trusting, and helpful, employees are more likely to reciprocate with a commitment to the consultancy service, hence performance in consultancy services.

3. Methods

This study used both qualitative and quantitative approaches. The study specifically used an explanatory sequential mixed strategy. Quantitative survey data was necessary to give general information and draw generalisations about the influence of integrity on employee performance in consultancy in Tanzanian public HLIs. By assessing the cause-and-effect correlations between factors, the quantitative technique was utilised to test the applicability of SLT on employee performance in Tanzanian public HLIs. A qualitative approach was employed to collect non-quantifiable data to acquire additional insights into the reasons for unsatisfactory employee performance in consulting. Eleven (11) accredited and Full-Fledged public HLIs were used for the study. The institutions are the University of Dodoma (UDOM), Mzumbe University (M.U.), University of Dar-es-Salaam (UDSM), Sokoine University of Agriculture (SUA), The Open University of Tanzania (OUT), State University of Zanzibar (SUZA), Nelson Mandela African Institution of Science and Technology (NM-AIST), Muhimbili University of Health and Allied Sciences (MUHAS), Ardhi University (ARU), Mbeya University of Science and Technology (MUST), Moshi Cooperative University (MoCU). To get a representative sample from the population, the researcher enquired about the list of all academic staff in each HLI. Stratified

simple random and purposive sampling procedures were used to sample a total number of respondents. 350 academic personnel were recruited using stratified simple random sampling, whereas 22 HoDs were recruited using purposive sampling.

An interview guide and a closed-ended questionnaire were employed to acquire primary data. A closed-ended questionnaire comprising an attitude and a 5-point Likert scale was utilised. The reason for choosing a 5-point Likert scale rather than a 7-point Likert scale is that when there are more than five options, responders lose their ability to discern between them (Wu, 2003). The researcher used ethical guiding items from Kalshoven et al.'s (2011) Ethical Leadership Work (ELW) Questionnaire to assess integrity. However, in measuring academic staff performance in consultation, the researcher utilised a metric that Yusoff (2014) had previously used.

The study used the benchmark for Siswaningsih (2017) to ensure the reliability of the questionnaire, which suggests that Cronbach's alpha criteria for establishing internal consistency reliability are Excellent (>0.9), good (0.70.9), acceptable (0.6 0.7), poor (0.5 0.6), and unacceptable (0.5). The Cronbach's Alpha Reliability coefficient for the questionnaire components was assessed, and the pilot study revealed Cronbach's Alpha values of integrity (0.865) and employee performance in consultancy (0.772), confirming that the questionnaire was reliable. A close-ended questionnaire was examined using descriptive statistics and multiple linear regression to determine the influence of integrity (independent factors) on employee performance in consultancy (dependent variable). The following hypothesis led to multiple regressions: Integrity does not influence employee performance in consultancy in Tanzanian public HLIs.

4. Results

4.1 Descriptive Results on Practice of Integrity in Public HLIs in Tanzania

This section investigated the influence of integrity on the performance of consultancy services in HLIs in Tanzania. The respondents were provided with four statements: "My leader keeps his/her promises, my leader can be trusted to do the things he/she says, my leader can be relied on to honour his/her commitments, my leader always keeps his/her words". Table 1 indicates that out of 350 respondents, the majority, 158 (45.1%), said that leaders keep their promises often, while 7 (2%) said never. Concerning whether leaders can be trusted to do things he/she says, 156 (44.6%)

agreed by saying often, 92 (26.3%) said very often, and only 4 (1.1%) said never. On the statement that a leader can be relied on to honour his/her commitments, about half of the respondents, 178 (50.9%), said often, 72 (20.6%) said very often, while 2 (0.6) said never, 14 (4%) said rarely, and 84 (24%) said sometimes. On the statement my leader keeps his/her word, the result shows that 168 (48%) said often while 3 (0.9%) said never. The results implicate that HLI leaders have integrity.

Table 1 Descriptive Statistics on Integrity (N=350)

Statement	Never	Rarely	Sometimes	Often	Very Often
My leader keeps his/her promises	7 (2.0%)	17 (4.9%)	100 (28.6%)	158 (45.1%)	68 (19.4%)
My leader can be trusted to do the things he/she says	4 (1.1%)	11 (3.1%)	87 (24.9%)	156 (44.6%)	92 (26.3%)
My leader can be relied on to honour his/her commitments	2 (0.6%)	14 (4.0%)	84 (24.0%)	178 (50.9%)	72 (20.6%)
My leader always keeps his/her words	3 (0.9%)	16 (4.6%)	83 (23.7%)	168 (48.0%)	80 (22.9%)

Source: Field Data, 2022

4.2 Descriptive Results on Academic Staff Performance in Consultancy

This section includes descriptive findings about academic staff performance in consulting. Table 2 reveals that 107 (30.6%) have three short courses/workshops for knowledge sharing, 51 (14.6%) have four or more short courses/workshops for knowledge sharing, and 61 (17.4%) have no short courses/workshops for knowledge sharing. Furthermore, 28 (8.0%) have four or more income-generating activities in the last three years, 85 (24.3%) have two income-generating activities, and 96 (27.4%) have no income-generating activities in the last three years. Table 2 also shows that 63 (18.0%) had no appointments or achievements as an expert/ advisor in professional conduct in the last three years, 60 (17.1%) had one appointment or achievement as an expert/ advisor in professional conduct in the last three years, 94 (26.9%) had two, 98 (28%) had three, and 35 (10%) had four or more appointments or achievements as an expert/ advisor in professional conducts. Furthermore, 59 (16.9%), 66 (18.9%), 85 (24.3%), 84 (24%), and 56 (16%) had received zero, one, two, three, four, or more invitations to participate in academic or professional meetings/conferences, respectively. According to the findings, 138 (39.4%) respondents do not

belong to the HLI advisory panel (see Table 2). Table 2 shows the overall performance of the consultancy.

Table 2 Descriptive analysis concerning employee performance consultancy

Variable	0 consultancy	1 consultancy	2 consultancies	3 consultancies	4 consultancy and above
Short courses/workshops conducted for sharing of knowledge	61 (17.4%)	60 (17.1%)	71 (20.3%)	107 (30.6%)	51 (14.6%)
Income generation activities	96 (27.4%)	62 (17.7%)	85 (24.3%)	79 (22.6%)	28 (8.0%)
Appointments or achievements as expert/ advisor in professional conducts	63 (18.0%)	60 (17.1%)	94 (26.9%)	98 (28.0%)	35 (10.0%)
Invitations to offer views in academic or professional meetings/ conferences	59 (16.9%)	66 (18.9%)	85 (24.3%)	84 (24.0%)	56 (16.0%)
Memberships of the advisory panel for HLIs	138 (39.4%)	64 (18.3%)	68 (19.4%)	58 (16.6%)	22 (6.3%)

Source: Field Data, 2023

The following factors contributed to poor consultant performance: registration and payment procedures, a lack of time, a lack of skills, a lack of desire, and payment fairness. Respondent ten (10) added to this by commenting:

> …I have been here for four years; this is my second term. I have witnessed several academic staff members conducting consultations that need to be registered; thus,

> while there are few consultancies, many are not registered because the registration process takes 2-4 weeks (December 2022).

Respondent 2 added, "Therecumbersome and bureaucratic registration processes force our academic staff to conduct consultancies without registration. “This demonstrates that several consultancies are held but are not registered, with the bureaucratic registration process cited as a cause. Respondent 9 cited a lack of time as a primary cause of unsatisfactory consultation performance, stating that:

> Oh no, we do not have time; we are too busy. Consider a lecturer who teaches 9 hours per day, marks exam papers, is required to conduct research and publish papers, and has much administrative work to complete. Is it easy to write projects? No way (January 2023).

This implies that the academic staff's hectic schedule is another reason for the unsatisfactory performance of the consultancy. Respondent 4 commented on the fairness of payment for consultancy work as another reason for bad performance:

> ...it is not fair at all; according to our university regulation, we should pay the university 15% of the acquired funds. I have been wondering for far too long why I should pay the university when I have not used any university resources. Why? Why should I apply for a consulting position? The allocation of finances should be equitable because if you utilise university resources, you should pay for them; if you do not use them, you should not (December 2022).

The implications of lack of fairness in fund distribution cause unsatisfactory performance in a consultancy.

4.3 Regression Results on the Influence of Integrity on Consultancy Performance

The researcher used a multiple linear regression model to determine the influence of integrity on consultancy performance in public HLIs in Tanzania. Before conducting the multiple linear regression model, several assumptions were met, as presented below;

4.3.1 Correlation analysis

The Pearson correlation coefficient (R) of Integrity on academic staff performance in consultancy is shown in Table 3. At alpha=0.05, R is 0.465. It suggests a moderately positive relationship between academic staff performance and integrity in consultancy.

Table 3 Correlation results

		Integrity	Consultancy Performance
Integrity	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	350	
Consultancy Performance	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.000	
	N	350	350

Source: Field Data, 2023

Normality test

This study tested normality using the Kolmogorov-Smirnov and Shapiro-Wilk tests, which Thode (2002) recommends as the best way to test normality. The correlation between the data and the related average scores is the basis for the Kolmogorov-Smirnov and Shapiro-Wilk tests (Lewsey, 2006). Skewness and Kurtosis distributions were constructed to examine normalcy and potential outliers. According to Orcan (2020) and Kim (2013), a skewed value of more than one or less than one indicates a severely skewed distribution. A number between + 0.5 and 1 suggests that the distribution is highly skewed. A result of + 0.5 shows that the distribution is reasonably distributed. A kurtosis number of 3 indicates a normal distribution, but a value of (3) indicates a less kurtosis. Results in Table 4 indicate that all Skewness and Kurtosis distribution is within (+/-) 1.96. The result of normal distribution has met the assumptions for multiple regression analysis.

Table 4 Normality tests

	Kolmogorov-Smirnov[a]	Shapiro-Wilk	Skewness	Kurtosis

Integrity	.145	.961	-.693	.718
Consultancy	.115	.962	.122	-.273

Source: Field Data, 2023

Model Summary

The model summary box was used to investigate how much of the variance in the dependent variable (performance consultancy) was explained by the model with the independent variables (Integrity); the value presented under the heading adjusted R Square was checked (see Table 5). The calculated value was 0.216, indicating that the model (Integrity) explained 21.6% of the variance in consulting.

Table 5 Model Summary for Integrity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Consultancy Performance	.465[a]	.216	.214	.60484
a. Dependent Variable: Consultancy Performance				
b. Predictors: (Constant), integrity				

Source: Field Data, 2023

The Sig. F change value for this line (.000) indicates that the indicated contribution of integrity is statistically significant. The ANOVA Table (see Table 6) demonstrates that the model, comprising both blocks of variables, is statistically significant, F=96.024, with a p-value of 0.000, less than the 0.05 significance level.

Table 6 Analysis of Variance for Integrity

Model		Sum of Squares	Df	Mean Square	F	Sig.
Consultancy Performance	Regression	35.129	1	35.129	96.024	.000[b]
	Residual	127.309	348	.366		
	Total	162.438	349			

a. Dependent Variable: Consultancy Performance

b. Predictors: (Constant) Integrity

Source: Field Data, 2023

Coefficient

The coefficients Table (see Table 7) determined how well integrity influences academic staff performance in integrity in public HLIs in Tanzania. Findings show that integrity made a significant contribution to consultancy (B=0.407). It must be noted that Standardised Beta Coefficients/values were used as they represent the unique contribution of each variable when the overlapping effects of all other variables are statistically removed (Pallant, 2005).

Table 7 Coefficient table

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
Consultancy Performance	(Constant)	1.706	.163		10.443	.000
	Integrity	.407	.042	.465	9.799	.000
a. Dependent Variable: Consultancy Performance						
b. Predictors: (Constant) Integrity						

Source: Field Data, 2023

5. Discussions

Being honest and truthful is regarded as having integrity. It means maintaining commitments, being trusted, and being constant in words, actions, and adversity (Brown et al., 2005; Caza et al., 2015). According to the literature by Simons et al. (2015) and Ng & Feldman (2015), there is a considerable association between behavioural integrity and employee performance because it fosters trust in leaders, which energises employees' in-role performance. The current study looked at this latter claim and found that integrity substantially influences academic staff performance in consultancy in Tanzanian public HLIs. This study's findings are compatible with Social Learning Theory (SLT). According to SLT, employees are willing to respond to positive behaviours when their leaders treat them fairly and with integrity. Employees who believe their leaders have high integrity are more likely to be dedicated to the leader and the job and to feel obliged to do

something in return, such as making significant extra efforts, resulting in performance (Cropanzano & Mitchell, 2005; Ng & Feldman, 2015). This study's findings support previous findings that there is a link between integrity and employee performance (Jayanti & Syamsir, 2019).

Employee performance can be improved by adhering to integrity principles such as honesty, courage, transparency, developing excellent connections, and being wise, brave, and responsible. According to the findings of this study, adherence to integrity principles in HLIs influenced employee performance. The findings revealed that HLI leaders keep their promises, can be trusted to do what they say, and can be counted on to honour their obligations. Integrity influenced HLI employees to work hard and achieve excellent performance in consultancy. However, the analysis found that bureaucratic procedures for registering consultancy have led to academic employees performing various consultation activities needing to be registered.

Similarly, Cropanzano and Mitchell (2005) discovered a positive relationship between employee integrity and performance. Employees develop a more extraordinary dedication to the leader and the job and feel compelled to do something in return, such as making significant extra efforts, resulting in performance. Furthermore, Harmaily (2019) found that integrity influences employee performance.

According to the literature by Wetik (2018), personnel must be honest, trustworthy, and accountable in their responsibilities and duties. Employees will perform better if they are held accountable for their responsibilities. The current study demonstrates that HLI leaders follow their promises and words and can be relied on to do what they say. As a result, HLI academic personnel are more accountable in carrying out their duties and responsibilities and, hence, perform better. According to Cropanzano and Mitchell (2005) and Ng and Feldman (2015), employees who believe their leaders' high integrity are more likely to be dedicated to the leader and the job and feel motivated to do something in return, such as making extra severe efforts, hence performance. HLI's leadership is responsible for steering the institutions toward HLI's goals and mentoring all academic staff toward HLI's. HLIs must be trusted in their jobs and treat all academic personnel

properly. In addition, HLI directors should coordinate all departments, treat all academic employees correctly and without bias, and handle problems without bias or favouritism. According to Leo's (2006) research, trust within the organisation can bring significant efficiency in executing work among personnel.

According to TCU (2019), HLI's academic staff must preserve integrity, candour, and strong moral principles as academic integrity principles. The Guideline further specifies that to improve academic staff performance, all HLI academic staff must adhere to ethics, transparency, and academic integrity in their teaching, research, and consultancy activities at the HLIs. The current investigation discovered academic Integrity in Tanzanian public HLIs. Many respondents believed that HLI leaders follow their pledges and words, can be relied on to do what they say and honour their obligations. Adherence to these values at HLIs is essential because it assures justice and promotes learning. It also assists HLI academic staff in carrying out their tasks and responsibilities. HLI leaders must instil high integrity and responsiveness in their employees and manage HLI affairs and resources (TCU, 2019).

Academic staff performance in Tanzanian public HLIs will be influenced by the integrity of their work on this premise. Fritz et al. (2013) found a high association between integrity and the job performance of librarians in their study on how the integrity of behaviours positively and significantly affects organisational performance. According to Ng and Feldman's (2015) research, integrity significantly impacts employee performance. Purba (2019) found a positive association between employee integrity and work performance. According to Wetik (2018), employees must have integrity to fulfil their obligations and responsibilities. They must be truthful, courageous, intellectual, and accountable. Bretag (2016) defines Integrity in HLIs as a dedication to trust, equity, honesty, fairness, respect, and accountability. Integrity is crucial in HLIs since it is regarded as one of the most essential variables impacting academic staff performance. Duggar (2015) defines integrity as honesty, consistency, transparency, honouring promises, compassion, respect, consideration, trust, and accountability. According to the current study, HLI leaders have high trustworthiness. The study found that HoDs kept their commitments and statements. In many cases, the Integrity of HLI leaders is critical to completing the work correctly and efficiently.

6. Conclusion and Recommendations

The results show a strong, positive correlation between academic staff performance in consulting and integrity. Unsatisfactory performance was also discovered in the consultancy. The lengthy registration and payment process, a lack of time, a lack of expertise, a lack of enthusiasm, and an unfair payment system were the causes of the consultancy's subpar performance. This study suggests that to produce good performance among academic staff in HLIs. HLI leaders must be honest, consistent, transparent, keep promises, be compassionate, respect other academic staff, be considerate, keep trust, and be responsible. In previous studies, integrity was found to influence employee performance.

7. Limitations of the Study and Areas for Further Research

This study investigated the relationship between integrity and academic staff performance in public HLIs in Tanzania. The study focused on public HLIs only; private HLIs were not studied. Surveying public HLIs could not depict variations in integrity and consultancy services. Since public HLI culture differs from private HLI culture, future researchers can include both public and private HLIs in Tanzania to extend their understanding of the subject matter.

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