

Managerial Strategies and their Mediating Effects on Ethical Leadership and Job Satisfaction Among Secondary School Teachers in Tanzania

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Abstract— This study examined the mediating role of managerial strategies in the relationship between ethical leadership and job satisfaction among secondary school teachers in Tanzania, focusing on Temeke Municipality. Using a mixed-methods design, the study engaged 150 teachers through structured questionnaires and 14 educational leaders-10 school heads, 3 Ward Education Officers (WEOs), and 1 District Secondary Education Officer (DSEO)-via in-depth interviews. Quantitative data were analyzed using structural equation modeling (SEM) to assess direct and mediated effects, while qualitative data were interpreted through thematic analysis. Findings revealed that ethical leadership positively influences teachers' job satisfaction, and this relationship is partially mediated by managerial strategies such as participatory decision-making, teacher support, and transparent communication. Thematic insights echoed these results, highlighting that strategic leadership enhances school climate and teachers' professional commitment. The study concludes that although ethical leadership is essential, effective managerial strategies amplify its impact on job satisfaction. It recommends targeted training for school leaders in ethical conduct and management to boost teacher motivation and school performance. These findings are valuable for policymakers and education stakeholders seeking sustainable ways to enhance teacher satisfaction in Tanzanian secondary schools.

Keywords— ethical leadership, managerial strategies, job satisfaction, secondary education

I. INTRODUCTION AND BACKGROUND TO THE STUDY

The effectiveness of school leadership has increasingly become a central concern in education reform efforts, particularly in developing countries. Ethical leadership-defined by principles of fairness, integrity, and respect-has gained recognition for its potential to influence teachers' motivation and job satisfaction. In secondary schools, ethical leadership is often demonstrated through transparency, equitable treatment, and the modeling of professional values. However, emerging research suggests that ethical leadership alone may be insufficient to fully address persistent job dissatisfaction among teachers.

In recent years, empirical studies have pointed to the critical role of managerial strategies in translating ethical leadership into measurable workplace outcomes. For example, evidence from school-based studies in sub-Saharan Africa indicates that leadership practices such as participatory decision-making, supportive supervision, recognition of teacher efforts, and professional development planning are essential in shaping teacher experiences. These managerial strategies mediate the influence of ethical leadership by operationalizing its core principles into daily administrative actions. Without such strategic reinforcement, ethical leadership may remain a passive ideal with limited impact on teacher retention, motivation, and performance.

In Tanzania, job dissatisfaction among secondary school teachers continues to undermine instructional quality, often linked to inadequate support systems, inconsistent leadership practices, and poor engagement in decision-making processes. These challenges point to a leadership gap—not merely in ethical orientation, but in the strategic execution of leadership roles. This study therefore seeks to examine how managerial strategies mediate the relationship between ethical leadership and teacher job satisfaction in secondary schools, using Temeke Municipality as a case. By investigating this relationship, the study aims to inform leadership development models that combine ethical values with effective management to improve outcomes in the education sector.

II. LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Literature Review

Ethical leadership is increasingly recognized as a foundation for effective school management, emphasizing integrity, fairness, and transparency in decision-making (Brown & Treviño, 2006). Within school settings, ethical leaders foster trust and a sense of justice, which in turn can influence teacher morale and organizational commitment (Nguyen et al., 2021). However, studies suggest that ethical leadership alone may not fully account for variations in teacher job satisfaction.

Recent empirical research has identified managerial strategies—such as participatory decision-making, supportive supervision, and teacher recognition—as essential in translating ethical leadership into positive workplace outcomes (Khan et al., 2020; Mollel & Chong, 2022). These strategies act as operational tools through which ethical values are embedded in the daily management of schools. Without such strategies, ethical leadership may be perceived as rhetorical rather than practical, thereby limiting its impact on staff motivation.

In Tanzania, teacher dissatisfaction has been linked to limited involvement in leadership processes, poor communication, and inconsistent managerial practices (Mosha & Kilango, 2020). Although school heads are expected to act ethically, gaps in leadership capacity and strategy implementation continue to affect teacher retention and performance.

2.2 Conceptual Framework

This study is guided by a conceptual model where ethical leadership serves as the independent variable, teachers' job satisfaction as the dependent variable, and managerial strategies as the mediator. Figure 1 shows the relationship between independent and dependent variables as well as mediating variables of the research problem. The framework assumes that while ethical leadership directly influences job satisfaction, the presence of strong managerial strategies amplifies and sustains this effect.

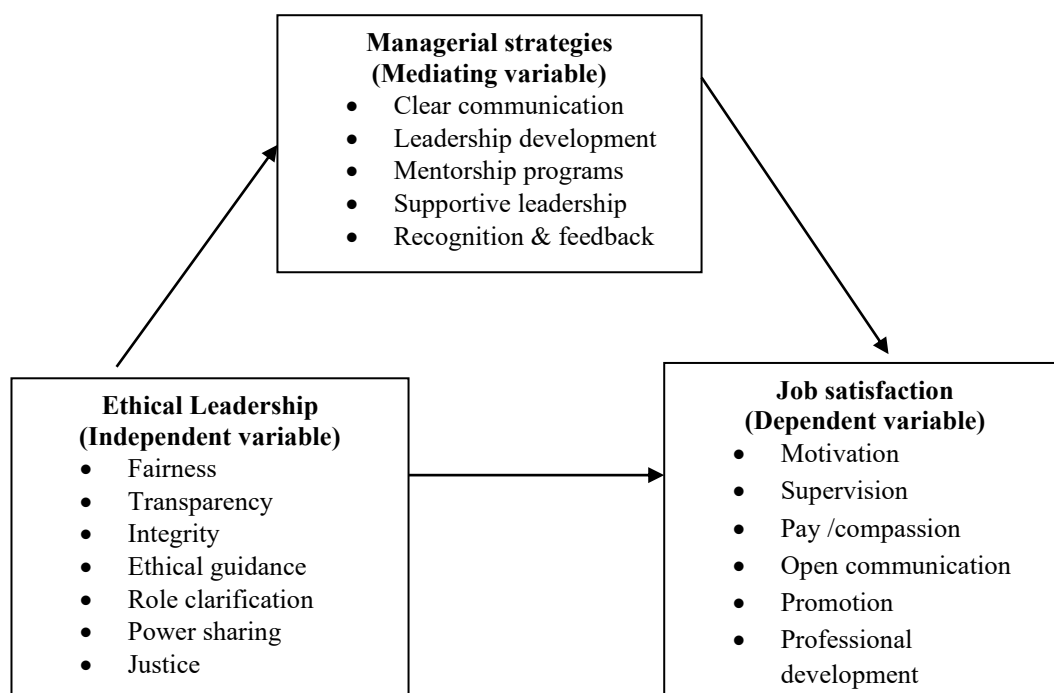


Fig. 1. Managerial strategies as a mediator between ethical leadership and teachers' job satisfaction

Figure 1 shows that ethical leadership affects teachers' Job Satisfaction both directly and indirectly through managerial strategies. This model supports testing for partial mediation using techniques like Structural Equation Modeling (SEM).

III. METHODOLOGY

3.1 Research Approach

This paper employed a convergent mixed-methods research approach to gain a comprehensive understanding of how managerial strategies mediate the relationship between ethical leadership and teachers' job satisfaction. The use of both quantitative and qualitative approaches allowed for triangulation of findings and richer interpretation of leadership dynamics in secondary schools.

3.2 Research design

The quantitative strand used a cross-sectional survey to examine statistical relationships among variables, while the qualitative strand involved semi-structured interviews to explore deeper insights into leadership and management practices. The two data sets were collected concurrently and integrated during interpretation to support or elaborate on quantitative findings.

3.3 Study Area and Population

The study was conducted in Temeke Municipality, Dar es Salaam Region, selected due to its large number of public secondary schools and documented challenges in leadership and teacher morale. The target population included secondary school teachers and educational leaders, such as school heads, WEOs and DSEO. A total of 150 secondary school teachers were selected using simple random sampling, ensuring equal representation across schools. Additionally, 14 educational leaders were purposively selected for interviews, comprising: 10 school heads, 3 Ward Education Officers (WEOs), 1 District Secondary Education Officer (DSEO). This purposive sample provided relevant administrative perspectives on ethical leadership and management practices.

3.4 Data collection methods

Multiple tools were used to ensure triangulation and strengthen data credibility. Quantitative data were collected using a close-ended items on a 5-point Likert scale structured questionnaire comprising three validated scales capturing views on: ethical leadership, managerial strategies and job Satisfaction. So, quantitative data were collected using a structured questionnaire comprising three validated scales measuring: Ethical Leadership by

Kalshoven et al (2011), managerial strategies, and job satisfaction scale by Paul Eliot Spector (1985)

Qualitative data were gathered through interview guides focusing on leadership behaviors, management approaches, and teacher motivation. Document reviews (e.g., teachers and students' attendance register, welfare files, permission record files, supervision logs) supplemented these insights.

3.5 Data analysis and Procedures

Data were processed using SPSS software version 22. Quantitative data were analyzed using descriptive statistical analyses and Structural Equation Modeling (SEM) to examine direct and indirect (mediated) relationships between variables. Reliability and validity tests were conducted prior to modeling. Qualitative data were analyzed thematically, following coding and categorization procedures. Emerging themes were integrated with quantitative findings to enhance interpretation and confirm mediation pathways. Meanwhile, ethical clearance was obtained from relevant authorities. Participation was voluntary, and informed consent was secured from all respondents. Anonymity and confidentiality were strictly maintained throughout the research process.

IV. RESULTS

The aim of this study was to assess the influence of ethical leadership and managerial strategies on job satisfaction among teachers in secondary schools. This section presents both descriptive and inferential as well as thematic statistical analyses in this paper.

4.1 Descriptive Statistical Analyses

Descriptive statistics were computed to assess participants' overall perceptions of Ethical Leadership, Managerial Strategies, and Job Satisfaction. Teachers rated ethical leadership practices and managerial strategies as moderately high, with job satisfaction levels also showing positive tendencies. This study employed four constructs: ethical leadership, managerial strategies and job Satisfaction constructs. Ethical leadership construct was of the multilevel i.e had sub-scales Likert scale the questionnaire. The reliability tests of each subscale were conducted. The interpretation of these results was based on the composite score rating scale as given in Table 1

Table 1: Composite Score rating scale

SN	Weighted Mean	Level of Agreement
1	1.00 - 1.80	Very Low

2	1.81 - 2.60	Low
3	2.61 - 3.40	Average
4	3.41 - 4.20	High
5	4.21 - 5.00	Very High

Source: Abu-Baker et al. (2019)

The. Indictors with loading less than 0.4 is considered extremely low to be considered. Indictors with loading less than (also not significant) are items 12, 14 and 15 for a case of job satisfaction construct as indicated in Table 2

4.1.1 Ethical Leadership Construct:

Ethical leadership is leadership demonstrating and promoting normatively appropriate conduct through

Table 2: Teachers' perceptions of school Heads' ethical leadership behaviors (n = 150)

Dimension	Item (Shortened)	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SD	Remark
Fairness	1.Focus on org. goals	14 (9.3)	11 (7.3)	25 (16.7)	63 (42.0)	37 (24.7)	3.65	1.198	Low perception
	2.Doesn't blame me for what I can't control	15 (10.0)	18 (12.0)	30 (20.0)	60 (40.0)	27 (18.0)	3.44	1.207	Low perception
	3.Doesn't blame me for others' faults	15 (10.0)	18 (12.0)	35 (23.3)	54 (36.0)	28 (18.7)	3.41	1.211	Low perception
	4.Avoids success at others' expense	16 (10.7)	14 (9.3)	34 (22.7)	56 (37.3)	30 (20.0)	3.47	1.219	Low perception
	5.Doesn't manipulate subordinates	18 (12.0)	17 (11.3)	25 (16.7)	54 (36.0)	36 (24.0)	3.49	1.299	Low perception
	6.Doesn't assign work I can't control	15 (10.0)	17 (11.3)	28 (18.7)	53 (35.3)	37 (24.7)	3.53	1.257	Low perception
Integrity	1.Keeps promises	11 (7.3)	8 (5.3)	16 (10.7)	69 (46.0)	46 (30.7)	3.87	1.131	High perception
	2.Honors commitments	9 (6.0)	5 (3.3)	17 (11.3)	76 (50.7)	43 (28.7)	3.93	1.037	High perception
	3.Keeps words	9 (6.0)	8 (5.3)	16 (10.7)	77 (51.3)	40 (26.7)	3.87	1.057	High perception
	4.Can be trusted	9 (6.0)	5 (3.3)	19 (12.7)	63 (42.0)	54 (36.0)	3.99	1.081	High perception
Ethical Guidance	Rewards ethical conduct	11 (7.3)	6 (4.0)	24 (16.0)	67 (44.7)	42 (28.0)	3.82	1.112	Low perception
	1.Discusses code of conduct	13 (8.7)	4 (2.7)	17 (11.3)	80 (53.3)	36 (24.0)	3.81	1.101	Low perception
	2Clarifies unethical consequences	11 (7.3)	8 (5.3)	20	68	43	3.83	1.128	Low

personal actions and interpersonal relationships, and the promotion of such conduct to followers through two- way communication, reinforcement, and decision making. Christie (2010) asserts that the theory of ethical leadership and trust are repeatedly employed interchangeably in the context of school settings. Ethical leadership in this study refers to the nine dimensions proposed by Kalshoven and Colleagues namely people-oriented, justice, power-sharing concern for sustainability, ethical guidance, role explanation and integrity as well as fairness. Table 2 presents school heads' ethical leadership fundamental dimensions with their subscales/ dimensions used in this paper

Dimension	Item (Shortened)	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	SD	Remark
				(13.3)	(45.3)	(28.7)			perception
	3.Ensures code adherence	13 (8.7)	4 (2.7)	19 (12.7)	59 (39.3)	55 (36.7)	3.93	1.176	High perception
	4.Clarifies guidelines	10 (6.7)	7 (4.7)	16 (10.7)	66 (44.0)	51 (34.0)	3.94	1.113	High perception
	5.Explains codes of conduct	10 (6.7)	6 (4.0)	24 (16.0)	65 (43.3)	45 (30.0)	3.86	1.099	High perception
	6.Explains ethical expectations	10 (6.7)	7 (4.7)	19 (12.7)	64 (42.7)	50 (33.3)	3.91	1.117	High perception
Power Share	1.Delegates challenging duties	12 (8.0)	9 (6.0)	15 (10.0)	60 (40.0)	54 (36.0)	3.90	1.191	High perception
	2.Allows influence in decisions	9 (6.0)	10 (6.7)	12 (8.0)	68 (45.3)	51 (34.0)	3.95	1.110	High perception
	3.Seeks subordinates' advice	10 (6.7)	12 (8.0)	10 (6.7)	64 (42.7)	54 (36.0)	3.93	1.162	High perception
	4.Reconsiders based on feedback	10 (6.7)	11 (7.3)	12 (8.0)	65 (43.3)	52 (34.7)	3.92	1.150	High perception
	5.Permits goal setting	9 (6.0)	11 (7.3)	10 (6.7)	64 (42.7)	56 (37.3)	3.98	1.132	High perception
	Involves others in decision-making	9 (6.0)	8 (5.3)	13 (8.7)	58 (38.7)	62 (41.3)	4.04	1.123	High perception
Role Clarification	1.Explains expectations	12 (8.0)	8 (5.3)	10 (6.7)	77 (51.3)	43 (28.7)	3.87	1.131	High perception
	2.Indicates performance expectations	11 (7.3)	8 (5.3)	14 (9.3)	66 (44.0)	51 (34.0)	3.92	1.144	High perception
	3.Communicates individual expectations	12 (8.0)	7 (4.7)	11 (7.3)	67 (44.7)	53 (35.3)	3.95	1.157	High perception
	4.Clarifies responsibilities	10 (6.7)	8 (5.3)	12 (8.0)	64 (42.7)	56 (37.3)	3.99	1.129	High perception
	5.Clarifies group roles	11 (7.3)	7 (4.7)	10 (6.7)	71 (47.3)	51 (34.0)	3.96	1.123	High perception
	6.Communicates priorities	14 (9.3)	6 (4.0)	10 (6.7)	73 (48.7)	47 (31.3)	3.89	1.173	High perception
	7.Explains responsibilities clearly	11 (7.3)	9 (6.0)	14 (9.3)	67 (44.7)	49 (32.7)	3.89	1.148	High perception
Scale Mean							3.83	0.177	

Note: SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly agree,

Source: Field Data (2025)

The results in Table 2 indicate that teachers' overall perception of school heads' ethical leadership is moderately high, with a scale mean of 3.83. Among the five ethical leadership practices assessed, power sharing, role clarification, and integrity received consistently high mean scores across all items (ranging from 3.87 to 4.04), indicating strong positive perceptions in these areas. Specifically, teachers agreed that school heads actively involve them in decision-making, delegate responsibilities, and communicate expectations clearly. Likewise, heads were seen as trustworthy and consistent in keeping promises and honoring commitments.

In contrast, the fairness practice showed the lowest mean scores, ranging from 3.41 to 3.65, all classified under "low perception." This suggests that teachers perceive school heads as less consistent in treating staff fairly, avoiding manipulation, and refraining from blame-shifting. Meanwhile, the ethical guidance behaviors presented mixed results: while items related to clarifying codes of conduct and expectations were rated highly, those concerning rewarding ethical behavior and initiating ethics-related discussions received lower ratings. This

implies that school heads may communicate ethical standards clearly but do not consistently reinforce or promote them through active leadership practices.

Overall, these findings suggest that while ethical leadership is generally well-practiced, there is room for improvement in enhancing fairness and the consistent reinforcement of ethical behavior in schools.

4.1.2 The Job Satisfaction Construct:

Job satisfaction is the subjective experience which refers to the degree at which employees (Teachers) feel positive about various issues of their job, including the intrinsic factors of the work, relationships with co-workers, supervisory support and work-life balance as posited by scholars such as Bakker & Demerouti (2017). In regard to current study, teachers' job satisfaction was handled as a dependent variable for school heads' ethical leadership practices. However, the researcher used 15 items which were measuring the Level of job satisfaction among secondary school teachers in Temeke Municipality, Tanzania. Table 3 presents the perceptions of secondary school teachers' levels of job satisfaction.

Table 3: Teachers' Perceptions on Levels of Job Satisfaction (N = 150)

Item Statement	SD	D	N	A	SA	Mean	SD	Remarks
1.I feel I am being paid a fair amount for the work I do.	18 (12.0%)	15 (10.0%)	55 (36.7%)	37 (24.7%)	25 (16.7%)	3.24	1.202	Low perception
2.There is really too little chance for promotion on my job.	11 (7.3%)	24 (16.0%)	37 (24.7%)	50 (33.3%)	28 (18.7%)	3.40	1.176	Low perception
3.My supervisor is quite competent in doing his/her job.	9 (6.0%)	8 (5.3%)	20 (13.3%)	71 (47.3%)	42 (28.0%)	3.86	1.075	High perception
4.I like the people I work with.	8 (5.3%)	6 (4.0%)	13 (8.7%)	73 (48.7%)	50 (33.3%)	4.01	1.033	High perception
5.The benefits we receive are as good as other organizations offer.	10 (6.7%)	17 (11.3%)	35 (23.3%)	61 (40.7%)	27 (18.0%)	3.52	1.116	Low perception
6.I have too much to do at work.	6 (4.0%)	7 (4.7%)	40 (26.7%)	56 (37.3%)	41 (27.3%)	3.79	1.025	High perception
7.I enjoy my co-workers.	8 (5.3%)	5 (3.3%)	25 (16.7%)	65 (43.3%)	47 (31.3%)	3.92	1.046	High perception
8.I feel a sense of pride in doing my job.	8 (5.3%)	8 (5.3%)	21 (14.0%)	66 (44.0%)	47 (31.3%)	3.91	1.070	High perception
9.I feel satisfied with my chances for salary increases.	12 (8.0%)	12 (8.0%)	42 (28.0%)	49 (32.7%)	35 (23.3%)	3.55	1.167	Low perception
10.There are benefits we do not have which	8 (5.3%)	10	25	59	48	3.86	1.105	High

Item Statement	SD	D	N	A	SA	Mean	SD	Remarks
we should have.		(6.7%)	(16.7%)	(39.3%)	(32.0%)			perception
11.I like my supervisor.	10 (6.7%)	8 (5.3%)	21 (14.0%)	55 (36.7%)	56 (37.3%)	3.93	1.153	High perception
12Work assignments are not fully explained.	17 (11.3%)	30 (20.0%)	36 (24.0%)	38 (25.3%)	28 (18.7%)	3.40	2.747	Low perception
13.I feel my efforts are rewarded the way they should be.	14 (9.3%)	24 (16.0%)	37 (24.7%)	43 (28.7%)	32 (21.3%)	3.37	1.245	Low perception
14.My supervisor shows too little interest in the feelings of subordinates.	25 (16.7%)	36 (24.0%)	26 (17.3%)	41 (27.3%)	22 (14.7%)	2.99	1.334	Low perception
15.The goals of this organization are not clear to me.	41 (27.3%)	34 (22.7%)	12 (8.0%)	36 (24.0%)	27 (18.0%)	2.83	1.505	Low perception
Scale Overall						3.88	0.166	

Note: SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly agree,

Source: Field Data (2025)

Findings show that job satisfaction construct had overall mean of 3.57 and standard deviation of 0.353 indicating that the respondents had an average perception on the statements given by researchers which were measuring the level of job satisfaction in secondary school. Relative to the overall mean, the following items had high perception: 2, 3, 6-8, and 10-11. Conversely, items 11. However, items 12,14, and 15 poor mean and standard deviation.

4.1.3 The Managerial Strategies Construct:

In this study, five managerial strategies dimensions or themes were used to evaluate the managerial strategies employed towards enhancing ethical leadership Skills for improving teachers' job satisfaction in secondary schools in Tanzania. Therefore, Table 3 presents managerial strategies employed to enhance ethical leadership principles.

Table 4 Teachers' Perceptions on Managerial Strategies for Enhancing Ethical Leadership (N = 150)

Item Statement	SD	D	N	A	SA	Mean	SD	Remarks
1.Providing regular training programs on ethical leadership for secondary school heads.	7 (4.7%)	10 (6.7%)	31 (20.7%)	72 (48.0%)	30 (20.0%)	3.72	1.011	Low perception
2.Establishing mentorship programs for secondary school heads to enhance ethical leadership skills.	7 (4.7%)	9 (6.0%)	22 (14.7%)	75 (50.0%)	37 (24.7%)	3.84	1.017	Low perception
3.Including ethical leadership as a core component in school heads certification programs.	6 (4.0%)	7 (4.7%)	20 (13.3%)	79 (52.7%)	37 (24.7%)	3.90	0.964	High perception
4.Creating a supportive environment that encourages ethical leadership practices among secondary school heads.	5 (3.3%)	9 (6.0%)	17 (11.3%)	72 (48.0%)	47 (31.3%)	3.98	0.986	High perception
5.Establishing forums for secondary school heads to share best practices in ethical leadership.	4 (2.7%)	9 (6.0%)	14 (9.3%)	76 (50.7%)	47 (31.3%)	4.02	0.945	High perception
Scale Overall						3.89	0.106	

Note: SD=strongly disagree, D= Disagree, N= Neutral, A= Agree, SA= Strongly agree,

Source: Field Data (2025)

The findings in Table 4 reveal the perceptions of secondary school teachers on various managerial strategies applied by school heads to enhance ethical leadership and promote job satisfaction. The results show that all five strategy items were generally perceived positively, with item means ranging from 3.72 to 4.02, indicating a moderate to high level of agreement among respondents.

Items MS1 and MS2 recorded mean scores of 3.72 and 3.84 respectively, which fall under the category of low perception though close to the threshold of high. This suggests that while some strategies are moderately practiced, there is still room for improvement in consistency or implementation.

In contrast, items MS3, MS4, and MS5 had mean scores of 3.90, 3.98, and 4.02 respectively, interpreted as *high perception*. This indicates that many teachers perceive these managerial strategies as actively supporting ethical leadership and enhancing satisfaction at work.

The overall mean score for the managerial strategy scale is 3.89 with a low standard deviation of 0.106, showing a generally consistent and favorable perception across participants.

These results imply that while school heads in Temeke Municipality employ various managerial strategies that are generally well-received, strengthening the less perceived areas (MS1 and MS2) could further enhance ethical leadership practices and teacher satisfaction. This supports the broader notion that ethical leadership is reinforced not only by values but also by the strategic actions school leaders take to cultivate a supportive work environment.

4.2 Inferential Statistical Analyses

In this paper, inferential statistics was conducted to the research questions through hypotheses testing. Based on the conceptual frame works structural equation modelling (SEM) is preferred instead of multiple linear regression due the presence of a mediating variable (Managerial strategies). The free R package SEMinR was used in conducting SEM in this study. Commercial software such as SmartPLS could also be used.

Before proceeding to the thematic statistical analyses, it absolutely crucial to conduct pair wise correlation analyses for the sake of more accurate determination of validity and reliability of the study constructs for all 3 study variables in this paper. Construct reliability and validity were tested using confirmatory factor analysis. Most indicator loadings exceeded 0.70, supporting construct validity. This study experience two ie Model 1 and model 2. Model was handled as refined model and further discussions and analyses were based on model 29 Refined model) since it

had comprehensive insights than model 1(Original model). Table 5 presents indicator loading for the refined measurement model

Table 5 Indicator Loadings for Refined Measurement Model

Construct	Indicator	Loading
Ethical Leadership	EL1 (Integrity)	0.887
	EL2 (Guidance)	0.879
Managerial Strategies MS1 (Planning)	MS3 (Supervision)	0.931
	MS4 (Supervision)	0.931
Job Satisfaction	JS2 (Recognition)	0.781
	JS4 (Workload)	0.411

Source: Researchers' insights (2025)

Note; All values above 0.7 meet standard thresholds. Conversely, items below 0.5 were considered for removal. Findings in Table 5 show that over 99 % of the tested items for research constructs of this study met standard thresholds eg for ethical leadership, managerial strategies, and majority items for job satisfaction unlike workload management which scored 0.411 that was below standards.

Further, a structural equation model was used to test the hypothesized paths or relationships for study variables. R-squared values Table 6 presents R-squared value for the refined structural model for this research problem.

Table 6 R-Squared Values for the Refined Structural Model

Endogenous Variable R ²	Adjusted R ²
Managerial Strategies	0.194
Job Satisfaction	0.609

Source: Field Data (2025)

Findings in Table 6 of R-squared value for a refined structural model 2 (SEM output) demonstrates that ethical leadership behaviors and managerial strategies explain a substantial portion of the variance in teachers' job satisfaction

4.2.1 The total effects analysis in Refined Model/ Model 2: Interestingly, the total effects analysis in model 2 as a refined model provides a comprehensive view of how school heads' ethical leadership practices influences teachers' job satisfaction in secondary schools, managerial

strategies both directly and indirectly. This analysis helped researcher(s) to understand the overall impact of ethical leadership within school setting by considering not only direct relationships but also indirect pathways that contribute to teachers' job satisfaction in secondary schools and workplace ethics. Table 7 gives a clear illustration.

Table 7 Structural Total Effects for the Refined Model/ Model 2

Pathway	Standardized Estimate	T-Statistic	95% CI
Ethical Leadership → Managerial Strategies	0.440	4.408	0.244 – 0.627
Ethical Leadership → Job Satisfaction	0.599	6.897	0.412 – 0.753
Managerial Strategies → Job Satisfaction	0.294	3.439	0.127-0.460

Source; Researchers' Insights (2025)

Study findings of this paper reveal that ethical leadership has a total effect of 0.440 on managerial strategies, with a bootstrap mean of 0.447 and a standard deviation of 0.100. The T-statistic of 4.408 confirms the statistical significance of this relationship, with a confidence interval of 0.244 to 0.627, further supporting the robustness of this effect.

Moreover, findings of this research paper indicate that total effect of ethical leadership on job satisfaction is 0.599, with a bootstrap mean of 0.603 and a standard deviation of 0.087. The T-statistic of 6.897 is well above the 1.96 threshold, confirming strong statistical significance. The confidence interval, ranging from 0.412 to 0.753.

Additionally, results show that total effect of managerial strategies on teachers' job satisfaction was 0.294, with a bootstrap mean of 0.293 and a standard deviation of 0.085. The T-statistic of 3.439 confirms statistical significance, with a confidence interval of 0.127 to 0.460. These findings suggest that while managerial strategies do influence teachers' job satisfaction, their effect is moderate.

4.3 Qualitative Findings

Interviews with 10 school heads, 3 WEOs and 1 DSEO produced two dominant themes that illuminate how ethical

leadership is translated into teachers' job satisfaction through concrete managerial actions.

Table 8. Thematic analyses on managerial strategies and their mediating effects on ethical leadership and job satisfaction (n= 14)

Themes and Categories
Theme 1 – Ethical Leadership Practices Influence Job Satisfaction
Category 1: Fairness & Transparency
Category 2: Respect & Recognition
Category 3: Integrity in Resource Use
Theme 2 – Managerial Strategies as a Channel of Ethical Leadership
Category 4: Participatory Planning
Category 5: Supportive Supervision
Category 6: Continuous Communication

Source: Field Data, 2025

The table shows that respondents consistently tied ethical conduct to practical managerial behaviors-reinforcing the quantitative finding that managerial strategies mediate ethical leadership's effect on job satisfaction.

4.3.1 Theme 1: Ethical Leadership Practices Influence Job Satisfaction

Most respondents via interview sessions totaling to 12 (98%) emphasized that ethical leadership practices, particularly fairness in decision-making, respect for teachers' rights, and transparency-help foster a more positive school environment. A school head noted that:

“Teachers become motivated when they feel respected and when their concerns are considered seriously. That is the kind of ethical leadership we are trying to implement here.”

Respondents reported that school leaders who demonstrated consistent ethical values contributed to increased trust, morale, and teacher retention. Conversely, unethical behavior was seen as a source of dissatisfaction and staff turnover.

4.3.2 Theme 2: Managerial Strategies as a Channel of Ethical Leadership

Participants highlighted that managerial practices - including supervision, communication, and staff involvement in planning, act as a bridge between ethical

leadership and job satisfaction where over 13 interviewees (99%) highlighted similarly on this. For instance, a WEO revealed that:

“If a school head is ethical but fails to supervise or plan well, teachers may still be frustrated. Managerial strategies are how leadership becomes visible.”

This confirms the mediating role of managerial strategies in operationalizing ethical leadership into concrete practices that support teachers’ work satisfaction.

4.3 DISCUSSION OF THE FINDINGS

The findings of this study focused on three major variables: teachers’ perceptions of ethical leadership behaviors of school heads, levels of teacher job satisfaction, and the managerial strategies used to promote ethical leadership.

The findings of this study reveal that secondary school heads in Tanzania generally demonstrate ethical leadership behaviors at a moderately high level, particularly in the areas of integrity, power sharing, and role clarification. These results align with previous literature (e.g., Brown, Treviño, & Harrison, 2005; Kalshoven et al., 2011), which emphasizes that ethical leaders are those who communicate clearly, involve subordinates in decisions, and act with honesty and reliability. However, the fairness dimension received consistently lower ratings, indicating that some teachers perceive their leaders as inconsistent in avoiding blame, manipulation, or unfair treatment. Additionally, although school heads performed well in communicating ethical guidelines, the ethical guidance dimension showed mixed perceptions suggesting that ethical expectations are communicated but not always reinforced through tangible actions such as rewards or consequences. These gaps may limit the impact of ethical leadership on teacher motivation and job satisfaction. Therefore, improving fairness and actively reinforcing ethical behaviors should be considered in future leadership development programs.

In regard to levels of teachers’ job satisfaction as shown in Table 3, teachers reported mixed levels of job satisfaction, with several items scoring below the mean threshold of 3.50, indicating low satisfaction, particularly in areas such as recognition, reward systems, and promotion opportunities. While some aspects—such as interpersonal relationships and autonomy, garnered relatively high ratings, the overall mean ($M = 3.57$; $SD = 0.353$) reflected moderate satisfaction levels. These findings suggest that despite the presence of ethical leadership, certain institutional and motivational aspects remain unaddressed. The low satisfaction in areas tied to career advancement

and remuneration may demoralize teachers and impact their long-term commitment and performance.

Additionally, concerning managerial strategies for promoting ethical leadership Findings in Table 4 demonstrate that most managerial strategies intended to promote ethical leadership were perceived positively by teachers, with an overall mean of 3.89. Strategies such as collaborative decision-making, feedback mechanisms, ethical role modeling, professional development, and mentoring were rated highly. However, two items showed slightly lower means, indicating areas needing reinforcement. These results indicate that managerial strategies—if well-aligned and consistently implemented can mediate and strengthen the influence of ethical leadership on job satisfaction. Their success hinges on context-specific application and sustained follow-up.

Overall, the findings align with the study's conceptual model, which assumes that managerial strategies play a mediating role between ethical leadership and job satisfaction. While ethical leadership is generally strong, its full impact on teacher satisfaction is realized only when supported by structured managerial strategies that address systemic challenges.

V. RECOMMENDATIONS

Based on the findings, the study recommends the following:

1. Strengthen leadership development. This study recommends that school heads should undergo regular in-service training focused on ethical leadership principles such as integrity, fairness, and transparency. This ensures consistent modeling of ethical behavior across all schools.
2. Address key satisfaction drivers. Moreover, the study recommended that the Ministry of Education, Science and technology and local authorities should revise policies on teacher promotion, recognition, and reward systems. A fair, transparent, and merit-based promotion framework is essential to improve teacher motivation and retention.
3. Institutionalize effective managerial strategies. Additionally, this study recommends that managerial practices such as participatory decision-making, feedback channels, mentoring programs, and ethical audits should be formalized at school levels to support the work of school heads.

4. Develop school-based support systems. Moreover, this study recommends that schools should be encouraged to create internal support systems that foster communication, emotional well-being, and peer support among teachers. This helps address both the intrinsic and extrinsic dimensions of job satisfaction.
5. Monitor and evaluate strategy implementation. Lastly, the study recommends that District Education Office should establish regular monitoring and evaluation mechanisms to assess the effectiveness of managerial strategies and their outcomes on teacher satisfaction and leadership quality.

DISCLAIMER

Author(s) declare that no generative artificial intelligence, or technologies, large language models such as ChatGPT or copilot were employed in preparing or editing the current research paper. All study content is as a consequence of personal skills, personal struggles, and knowledge. The commitment underscores the authenticity and integrity of the work, hence absolutely ensuring that entire ideas and descriptions stem singly from personal creativeness without any automated help.

COMPETING AND PERSONAL INTERESTS

It should be absolutely noted that, Authors have declared that no competing interests exist.

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