

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

Adela H. Hendry¹, AnnaMary Peter², Onesmo A. Damka³

¹Department of Education, Faculty of Arts and Social Sciences

^{2,3}Jordan University College, A Constituent College of St. Augustine University of Tanzania, P.O. Box 1878, Tanzania – East Africa

ABSTRACT: This study examined the contribution of heads of schools' ethical modelling on promoting students' compliance with school rules and regulations in private secondary schools in Morogoro Municipality, Tanzania. More specifically, the present study investigated the relationship between the ethical practice of the leadership and discipline and the responsible behaviour of the students through the following focus areas: hard work, punctuality, fairness, respectful discipline and promotion of moral values. The Convergent research design under the Mixed Methods Research Approach study was based on the Instructional Leadership Theory. Surveys and data analysis were conducted for the data collection process. The data collected by survey questionnaires were analysed quantitatively with descriptive statistics. Meanwhile, data obtained through semi-structured interviews and documentary sources were analysed with thematic analysis. Results indicated that ethical modelling has a positive contribution to students' willingness to abide by school rules and regulations. The study found that leaders and staff set an example which consistently emphasised hard work, punctuality, fairness, professionalism and respect, leading students to develop self-discipline, responsibility and positive attitudes towards school rules. Teaching in guidance and counselling programmes, moral education activities and fair disciplinary practices helped to further reinforce students' responsible behaviours and trust in school leaders. Ethical values were also found to be included in the schools' policies, guidance and counselling programmes, staff meetings, and disciplinary procedures, as evidenced by documentary records. The study concluded that modelling is an effective instructional leadership technique in fostering students' discipline, and it is recommended that school leaders consistently model ethical behaviour, enhance their moral education and counselling programmes, and treat everyone fairly and with respect when enforcing school rules.

KEYWORDS: Ethical Modelling, Discipline, Responsible Behaviour and Private Secondary Schools

1. INTRODUCTION

Ethical modelling is a pedagogical strategy that relies upon leaders to demonstrate their commitment to professionalism and ethics in both their own actions and those of the educators and students under their supervision. Ethical modelling is based on the fact that it is not enough to establish guidelines for the behaviour of the members of the educational institutions, but ethical leadership involves both setting an ethical example and value centered leading by the leaders. In this manner, a school leader who practises ethical behaviour has established a positive climate in a school where trust is established, relationships are developed and situation is analysed from right and wrong perspective. Townsend (2019) demonstrates that leadership has an impact on the education process through the way the leaders act. Besides, Garcia Ostos (2021) indicates that a school leader can model the desired behavior by being consistent in his/her own conduct as well. Thus, moral modelling might come to be crucial for training leaders in respect for ethical principles.

Globally, educational systems increasingly recognise that students' discipline and responsible behaviour are fundamental to achieving quality education and sustainable learning environments. Inclusive, equitable, and quality education that fosters responsible citizenship and ethical values is highlighted as one of the key elements of Sustainable Development Goal 4 (SDG 4) (Kakar et al., 2021; García-Martín & Perez Fernandez, 2026). This has prompted a wide range of states to find more effective ways of disciplining, encompassing a greater emphasis on leadership through encouragement of good practices and good role-models of self-discipline. Effective schools have leaders who set standards of professional behaviour and conduct for teachers and student discipline (Cheng, 2022). Likewise, Cravens and Zhao (2023) recommend that instructional leadership should include both ethical decision making and instructional management, and so create school climates in which students are more inclined to abide by school rules and expectations.

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

Student indiscipline continues to be a problem in schools in Africa, including Tanzania, despite the existence of policies on student discipline and learner development. Among the incidents that occur in schools today are truancy, absenteeism, bullying, and lack of respect for authority, exam malpractice, destruction of property, and breaking school rules. The Education Act, Chapter 353 RE 2023 (2023 Edition) and Tanzania Education and Training Policy 2014 (2023 Edition) provide school leaders with the responsibility to provide a safe learning environment conducive to the development of students' morals and responsible behaviour (The Education Act 2023 Edition; Kalolo 2025). There have been studies conducted in Tanzania revealing the impact of leadership in teaching on schools' performance and teachers' effectiveness through such approaches as instructional supervision, professional assistance, and effective communication (Mtei, 2022; Chiwamba, 2022; Mwakajajitu & Lekule, 2022). No studies, however, are available that look into the effect of ethical modelling of school heads on student discipline and responsible behaviour in private schools of Morogoro Municipality.

Therefore, the institutions keep trying to improve their management practices geared towards discipline promotion and nurturing a favorable educational atmosphere. Administrators must set a proper example for the educators and scholars, being impartial, just, punctual, honest, kind, and reliable at work. Nevertheless, the amount of conformity with school norms varies considerably from school to school, pointing to different efficiency levels of ethical modeling in education practice across schools. Although there are certain studies on the relations of instructive leadership to educational outcomes (Juma et al., 2023; Rodrigues & Ávila de Lima, 2024), teacher motivation (Jallow & Jallow, 2025), and discipline upkeep (Temu & Maua, 2025), the studies on separate significance of ethical modelling performed by heads of schools in shaping students' discipline and responsibility are few in number. Thus, the purpose of the study was to explore impact of ethical modeling of school principals on students' discipline in private secondary education establishments of Morogoro municipality of Tanzania.

LITERATURE REVIEW

The ethical leadership practices have been found to have a significant contribution towards improving students' obedience as well as adherence to the regulations of the school. The ethical leadership values such as fairness, respect, responsibility, and proper conduct are communicated to and demonstrated to students by their leaders, and these, in turn, motivate students to become ethical individuals. The Instructional Leadership Theory was used for guiding this study, which asserts that the heads of schools can affect teaching, learning, school culture, and student behaviour through supervision, communication, professional support, and their own behaviour. According to Townsend (2020), instructional leadership is not only about coordinating academic activities, it is also about establishing values and norms of behaviour which are conducive to effective learning. Within this theoretical approach, the ethical modelling of heads of schools takes place when they show honesty, integrity, fairness, accountability, respect, responsibility, punctuality and professionalism in their daily activities. Pupils have a tendency to notice the behaviour of leaders and may imitate role model behaviour. School leaders with a consistent approach to the desired behaviour can thus create a climate of trust, responsibility, self-discipline and respect for the school's expectations. Also, it is pointed out that ethical leadership does not simply consist of establishing the rules, but to get students to agree and to understand the moral dimension of the rules, and to act well because they are expected to do so. However, Garcia Ostos (2021) says that ethics in leadership is not limited to the rules that need to be set, but the moral aspect of the rules that need to be shown and taught to students so that they can voluntarily follow the rules. So, ethical modelling is one of the important instructional leadership techniques that are required to reinforce students to respect school rules and regulation.

There is international evidence that ethical modelling by school leaders is a factor in the development of responsible behaviors among pupils. A qualitative study carried out by Garcia Ostos (2021) in the United Kingdom with Christian school leaders revealed that those leaders who were consistently seen as having demonstrated honesty, fairness, integrity and respect were able to help in the development of school cultures that fostered students' responsibilities, self-discipline and respect for others. Likewise, Sabaroché (2022) could identify school leaders as good role models in Caribbean regions who encouraged pupils' acceptable behaviour and good discipline, thus promoting the learning environment. Similarly, Rodrigues and Ávila de Lima (2024) were able to identify instructional leaders who were professional, fair, accountable and consistent in promoting pupil's behavioural engagement and learning environment. Furthermore, Carvalho and Veiga (2024) observed that ethical and participative leadership created a sense of cooperation, respect and active engagement among everyone in the school. However, there will not be a viable modelling of ethics unless it is accompanied by a sensible approach to ethics. For the successful implementation of the values of leadership, the structure of the organization, supervision, communication, and school-based management must be established, according to Cheng (2022). Likewise, Cravens and Zhao (2023) state that ethics is more powerful when it is reinforced with instructional monitoring and collaboration with others, as well as organisational management.

Research in African settings also shows the value of ethical modelling for discipline and responsible conduct. Naidoo (2021) studied the professionalism of the management team, their commitment, responsibility and consistency in their approach to their school and found that in such school's teachers and students were able to internalise the values and expectations of the school. According to Jallow and Jallow (2025), a motivational school environment in The Gambia was created as school leaders promoted and facilitated

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

fairness, support, professionalism and positive relationships between teacher and students. According to Catherine and Andala (2024), the instructional supervision and responsible leadership in secondary schools in Uganda had positive effects on teachers' performance which in turn had beneficial effects on teachers' ability to keep class orderly and discipline students. Similarly, Santo et al. (2025) found that a leadership model based on principles of fairness, integrity, co-operation and shared responsibility enabled teachers to be able to respond to student misbehaviour in the context of elimination of corporal punishment. The results indicate that ethical modelling has a direct effect on students as well as an indirect effect as a result of teachers' commitment and discipline management practices. However, the impact of ethical leadership could be limited due to the lack of training, institutional support, competing administrative responsibilities, and inadequate resources for guidance, supervision, and provision of student support programmes.

The role of ethical modelling in students' observance of school rules has been little researched in Tanzania so far, and only indirectly in empirical studies. Temu and Maua (2025) established that the schools' discipline management was enhanced by the cooperation between the school leaders and the student leaders, fairness, accountability, and responsibility. While they were looking at ways to improve the contribution of student leaders, they primarily didn't concentrate on the ethical role the head of school is and can be. Mtei (2022) established that the key factors which contributed to school effectiveness and students' academic performance in Morogoro Municipality included instructional leadership practices which comprised of professional commitment, monitoring, accountability and support.

The focus of the study was, however, on students' academic results, excluding their compliance with behavior. Similarly, Chiwamba (2022) established that head of schools professionalism, instruction supervision and commitment had positive correlation with teachers' work performance on student compliance with school regulations without directly involving students in the schools' Lindi Region in Mashonalaland. Mabula and Ligembe (2022) also found that positive role modelling and cooperation of parents, teachers, and school leaders positively impacted the discipline management in community secondary schools in Tanzania. Moreover, the Tanzania Education and Training Policy draws attention to the importance of nurturing certain values in the education and leadership process, such as integrity, accountability, responsible citizenship and ethical behaviour (Kalolo, 2025). The Education Act, Chapter 353 R.E. 2023 also provides powers to school authorities to maintain order, discipline, safety and good behaviour of students.

The reviewed studies recognize the importance of ethical leadership, but there are some gaps to be observed. First, most of the current studies have been directed at the ethical behaviors of teachers and student performance, the climate of the schools, organisational effectiveness, academic outcomes and a few studies have addressed student compliance with the rules and regulations of the school. Secondly, most of the studies conducted in Tanzania have been in public and community secondary schools, and private secondary schools may have different characteristics in terms of ownership, leadership, discipline, accountability and culture. Thirdly, some of the studies were qualitative and others quantitative, so there is limited opportunity to compare the perceptions of students, teachers and heads of the schools and validate the perceptions based on school documents. Therefore, it is difficult to say whether or not there is enough empirical evidence which is available regarding the level of compliance of school rules and regulations by students in private secondary schools in Morogoro Municipality through ethical modelling by the heads of schools. The empirical, methodological and theoretical gap identified in the study is addressed by using mixed method of questionnaires, interviews and documentary analysis to examine the impact of ethical behaviour of the head of schools on discipline and responsible behaviours of learners.

METHODOLOGY

The design adopted in this study was a convergent under mixed methods approach informed by a pragmatic philosophy. The study was conducted in five private secondary schools in Morogoro Municipality, Tanzania involving students, teachers and heads of schools. Stratified random, simple random and census sampling techniques were used in collecting data through the questionnaires, semi-structured interviews and documentary review. The validity of the instruments was checked up and the pilot test was done to ensure the validity of the instrument and Cronbach alpha coefficient was used in checking up the reliability of the instruments. The data analysis of quantitative data was performed by descriptive statistics and Pearson correlation analysis in SPSS version 26 and qualitative data were analysed thematically. Findings were integrated throughout the interpretation process and ethical principles (informed consent, confidentiality, anonymity and voluntary participation) were adhered to during the course of the study (Johnson & Christensen 2024).

RESULTS AND DISCUSSION

The study assessed the effect of ethical modelling by school principals and teachers on students' adherence to school regulations in private high schools in Morogoro Municipality. Ethical modelling was defined as acting by displaying positive attributes such as being hardworking, punctual, equitable, responsible, respectful, professional, and honest. Data for this research were gathered using a questionnaire, interviews with the school heads, and review of documents, and the results were analysed against Instructional Leadership Theory and other previous studies.

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

Contribution of Ethical Modelling to Students' Compliance with School Rules and Regulations

The objective examined how ethical modelling by heads of schools contributes to students' compliance with school rules and regulations in private secondary schools in Morogoro Municipality. Data were obtained from students, teachers, heads of schools, and documentary review.

Table 1. Ethical Modelling and Students' Compliance with School Rules and Regulations

Variable	Response Category	Percentage (%)
Students: Good habits teachers show most	Hard work	55.2
	Being on time	25.5
	Dressing well	10.8
	Being polite	8.5
Students: Are teachers on time for lessons?	Always	49.0
	Often	29.7
	Rarely	17.8
	Sometimes/Never	3.5
Students: Do teachers treat all students equally?	Yes, all students	35.3
	Most students	20.3
	Only a few students	21.3
	No, not at all	23.1
Teachers: How does the head of school show a good example?	Following rules	32.7
	All of these	29.7
	Arriving early	28.7
	Being fair	8.9
Teachers: How do you correct a student who breaks a rule?	Calmly	55.4
	Sending to office	40.6
	Shouting	3.0
	Ignoring it	1.0
Teachers: Discussion of good morals in meetings	Every time	54.5
	Often	43.6
	Rarely	1.9
	Never	0.0

Source: Field Data (2026)

Ethical Modelling through Hard Work. The results suggest that hard work is the most visible ethical behaviour that teachers and the head of school's exhibits. Hard work was found to be the most important of the good habits shown by teachers (55.2%) followed by punctuality (25.5%), good dressing (10.8%) and politeness (8.5%). The results indicate that students highly appreciate teachers' effort and dedication in fulfilling their roles and responsibilities that are exemplified by their effective planning of lessons, frequent attendance to class and commitment to teaching. The behaviour of such students serves as a real-life model for students to learn concepts of responsibility and commitment, and helps them to adopt these attitudes when learning and disciplining themselves at school.

These findings were validated through interviews. Students learn discipline by watching how it's carried out by the school leaders and teachers. "When school leaders and teachers work hard, follow the rules, do their job well, students begin to do the same and are more likely to commit to follow school rules," said one head of school.

This discovery suggests that the influence of ethical leadership is not just in the form of instructions, but in the form of actions taken in a professional's daily work. Where teachers are fulfilling their responsibilities, students learn acceptable behaviour. These were confirmed using documentary evidence. Lesson plans, schemes of work, lesson observation records and teacher attendance records indicated that teachers need to be well-prepared to teach and meet their responsibilities in keeping with the school timetable. These records showed that professional values were encouraged to be promoted throughout the schools and hard work was one of those. The findings are consistent with Instructional Leadership Theory which suggests that school leaders either affect the teachers or the students by providing professional models of the professional values the leaders wish others to practice. They also agree with Rodrigues and Ávila de Lima (2024) who found that ethical leadership is the same in terms of responsibility, accountability and voluntary compliance with institutional rules. The research also shows that teachers' diligence can make students become responsible learners and increase students' compliance to school rules through observing and imitating.

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

Ethical Modelling through Punctuality. The results indicate that time-keeping is another important ethical attitude exhibited by the teachers and principals. Almost half of the pupils (49.0%) felt that teachers always arrived on time to their lessons and 29.7% often arrived on time. Few teachers, 17.8% said they were rarely on time, and 3.5% said they were sometimes or never on time. Teachers reported that heads of schools practiced punctuality as an example, with 28.7% saying that being on time was the primary example set. These results suggest that the regular attendance is observed in the schools and is a good example for students to consider the time management and responsibility.

These findings were corroborated by responses in the interviews. One head of school explained: “Students learn discipline by watching school leaders and teachers’ attitudes. When school leaders and teachers are on time and do their job well, students will learn to value the value of time and discipline.

The interview findings express how important it is for school leaders to set a good example of punctual. They know that they are better placed to teach students to be disciplined by modelling this behaviour themselves than by simply giving them instructions.

Supporting these findings were also the documentary review. Attendance registers, lesson timetables, duty rosters and supervision report clearly indicated that the staff and students’ punctuality was closely monitored and therefore time management was an institutional expectation for the teachers and students. The results corroborate the Instructional Leadership Theory that good leaders create good school environments by setting models of professional behaviours including punctuality, responsibility and accountability (Townsend, 2019). They also concur with the results of Mtei (2022), who concluded that timely school management positively contributes to the discipline and respect of pupils towards school routines. The present study also illustrates that punctuality directly aids in students’ compliance of school rules by helping them to abide by time and school schedules.

Ethical Modelling through Fairness. Based on the findings, there is a positive relationship between fairness and students’ willingness to abide by the school rules, but students have different perceptions. 21.3% said that teachers treated only a few students equally, 20.3% said that they thought that most of the students were treated fairly and 23.1% said that teachers did not treat students equally. While most people found teachers fair, these results highlight the need for consistency in disciplinary procedures in order to foster trust in school leaders among students.

The qualitative results confirmed the quantitative results obtained from the interviews. One head of school said: “Having students feel fair in the decision-making process is a way of building trust between students and school leaders, and it is easier to get students to respect school rules.

These findings indicated that shows that fairness establishes trust among students and school leaders and makes the school rules more readily accepted by students and disciplinary decisions more easily made by school leaders. This was verified by documentary evidence. Schools’ disciplinary policies, punishment registers and disciplinary committee reports indicated that schools adhered to existing procedures in dealing with disciplinary matters, thus creating transparency and accountability. The results align with Instructional Leadership Theory that states that fairness and ethical decision-making will improve levels of trust and discipline in schools (Townsend, 2019). The results are similar to those of Garcia Ostos (2021), who concluded that good leadership fosters respect, accountability and compliance with school regulations. The present study also shows that fairness makes students feel fair about school rules and discipline, thus leading to compliance with the rules.

Ethical modelling through fairness. The results show that in general, perceptions of fairness positively influenced students’ adherence to school rules, but the perception varied among students. 21.3% said that teachers treated only a few students equally, 20.3% said that they thought that most of the students were treated fairly, and 23.1% said that teachers did not treat students equally. While most people found teachers fair, these results highlight the need for consistency in disciplinary procedures in order to foster trust in school leaders among students.

These results were confirmed in the interview. One head commented: “Students work better together when they are treated with respect; they feel valued and they know that discipline is a means to make them responsible people.

Responses show that management of schools actively adopts morality instruction, guidance and counselling practices in their work to enhance spirit of character and self-control. The analysis of the relevant data provides support to that view. The study of the records of counselling activities, code of conduct and the morality course curricula indicates again and again that the following values are being accounted for in the policy and practice of the school: honesty, integrity, responsibility, professionalism and respectfulness. The data confirms that moral values are present in routine practice and policy of the school, rather than being applied with regard to such issues as discipline.

The findings support Instructional Leadership Theory, which holds that the behavior of students is influenced by the actions of school leaders who demonstrate moral values and create an environment that promotes effective learning. The findings of this research align with the findings of Temu and Maua (2025) and Sabaroché (2022), which suggest that a combination of immoral characteristics and ethical leadership can promote responsibility in students and their compliance with rules. This study also helps to support the idea that the implementation of moral teaching leads to the ability of students to become disciplined and obey the rules voluntarily instead of being afraid of punishment.

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

CONCLUSION AND RECOMMENDATIONS

In this part, the study presents the conclusion and recommendations on the influence of ethical practices of school leaders on students' adherence to school rules. It reviews the main findings and provides recommendations for encouraging ethical leadership and positive student behaviour in schools.

Conclusion

The outcome of the study reveals that the ethical practices of the school leaders are extremely important in making sure students comply with the school rules and regulations. According to the study, educators and school heads serve as role models thanks to their ethical practices (e.g. working hard, being punctual, treating students with courtesy). By seeing virtuous practices conducted regularly, students are likely to develop important character traits (namely responsibility, discipline, and respect towards school rules and regulations). This indicates that ethical leadership helps students through direct supervision and modelling.

In addition, the study provides evidence that fairness, punctuality and respectful behaviour trust in students of school principals and make them comply with rules willingly. The correct disciplinary measures and guidance enable students to learn the purpose of discipline and to change their behaviours rather than follow rules due to fear of punishment.

At last, the research finds that the enforcement of moral values through school meetings, counselling sessions, school regulations and other activities keeps developing the ethical culture in educational institutions. Such activities motivate both teachers and students to follow such moral values as honesty, integrity, responsibility and respect that can increase adherence to existing regulations in educational institutions. Therefore, ethical modelling is to be seen as a basic instructional leadership approach that aims at improving discipline and ensuring constructive behaviour among students.

Recommendations

The recommendations made in the study as well as its conclusions suggest that effective ethical modelling in schools should start with head teachers whose leadership behaviour will have to epitomise hard work, punctuality, fairness, integrity, and respect, followed by implementation of school rules in an unbiased manner. Teachers are advised to continue being positive role models and act professionally, treat students equally, and apply proper guidance and counselling methods. School owners and boards of management must offer appropriate and relevant professional development courses aimed at improving ethical and instructional leadership skills among school management and teaching staff. The Ministry of Education, Science and Technology should ensure integration of ethical leadership and positive discipline in leadership training and make sure that they are supervised adequately in practice. It is equally important that the role of parents and guardians should not be underestimated and they must perform their share of responsibility for learning moral principles and discipline. Finally, the researchers must carry out future studies on the impact of other instructional leadership practices on students' discipline and the effectiveness of the application of ethical modelling.

Competing Interests

The authors declare that they have no competing interests that could have influenced the conduct, findings, interpretation, or reporting of this study.

REFERENCES

- 1) Carvalho, M., & Veiga, F. H. (2024). Ethical leadership and school climate: The role of fairness and trust in promoting positive student behaviour. *Educational Management Administration & Leadership*.
- 2) Catherine, A., & Andala, H. O. (2024). Instructional supervision and teacher performance in secondary schools in Wakiso District-Uganda. *Journal of Education*, 7(1), 38-54.
- 3) Chiwamba, S. V. (2022). Influence of Instructional Supervision by Heads of Schools on Teachers' Work Performance in Public Secondary Schools in Lindi Region, Tanzania (Doctoral dissertation, The Open University of Tanzania).
- 4) Garcia Ostos, J. (2021). Instructional leadership and ethical school management: Promoting students' moral development and school discipline. *International Journal of Educational Leadership and Management*, 9(2), 132–149.
- 5) Jallow, A. F., & Jallow, F. J. (2025, June). The Role Of School Leaders In Creating A Motivational Environment For Teachers: The Case Of Upper Basic Schools In The Gambia. In *Proceeding of International Conference on Islamic Education and Science Development* (Vol. 3, No. 1, pp. 369-390).
- 6) Johnson, R. B., & Christensen, L. B. (2024). *Educational research: Quantitative, qualitative, and mixed approaches*. Sage publications.
- 7) Juma, M., Mwakalobo, A., & Mallya, E. (2023). Instructional leadership practices and students' discipline in Tanzanian secondary schools. *East African Journal of Education and Social Sciences*, 4(2), 45–57.
- 8) Mabula, D. & Ligembe, N. (2022). Roles of parents in students' discipline management at community schools in Misungwi District, Mwanza Region-Tanzania. *Journal of Research in Innovation and Implications in Education*, 6(3), 36 – 40

The Contribution of Heads of Schools' Ethical Modelling Practice on Students' Discipline and Responsible Behaviour in Private Secondary Schools in Morogoro Municipality, Tanzania

- 9) Mtei, M. (2022). The influence of instructional leadership on teachers' professionalism and students' discipline in secondary schools in Tanzania. *Journal of Educational Leadership and Policy Studies*, 6(1), 58–71.
- 10) Naidoo, R. R. (2021). Instructional leadership roles of school management teams: an exploratory study of five township secondary schools (Doctoral dissertation, University of the Free State).
- 11) Rodrigues, M., & Ávila de Lima, J. (2024). Ethical leadership and school effectiveness: Building trust and promoting responsible student behaviour. *Educational Management Administration & Leadership*.
- 12) Sabaroche, M. (2022). Ethical leadership and student discipline in schools: A review of contemporary practices. *International Journal of Leadership in Education*, 25(6), 987–1005.
- 13) Santo, O., Eduan, W., & Eduan, A. S. (2025). School Leadership Support Towards Teachers' Management of Students' Discipline in Uganda Secondary Schools in the Post Corporal Punishment Era-Northern Region.
- 14) Temu, A., & Maua, J. (2025). Guidance and counselling services and students' discipline in Tanzanian secondary schools. *Tanzania Journal of Educational Research*, 10(1), 75–91.
- 15) Townsend, T. (2019). Instructional leadership and school improvement: Developing ethical and effective learning environments. Routledge.
- 16) United Republic of Tanzania. (2023). The Education Act (Chapter 353, Revised Edition 2023). Dodoma: Government Printer.
- 17) Xhomara, N. (2021). Instructional leadership as a driver of school discipline and teacher professionalism. *Journal of Educational Leadership Studies*, 15(3), 214–229.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non-Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.