The Effects of Ethical Leadership on Employee Job Satisfaction at Private Artisan and Skill College in Ekurhuleni Municiplaity, Gauteng Province, South Africa

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Abstract

Unethical leadership is a widespread issue that affects not only the government sector but also corporate and educational institutions. This study examines the impact of moral leadership on employee job satisfaction at a private Artisan and skills college in Ekurthuleni, Gauteng Province, South Africa. The study is grounded in social learning theory, emphasizing the importance of employee job satisfaction for organizational success. A quantitative research approach was employed, utilizing a cross-sectional design within a positivist paradigm. Research participants were selected through simple random sampling, with data collected from 76 valid responses out of 98 surveys distributed to college personnel. Structural equation modeling using SPSS (Statistical Package for Social Sciences) version 27 was used to analyze the data and examine the causal relationships between moral leadership and employee job satisfaction. The results indicate a significant and positive influence of moral leadership on job satisfaction among employees at the private Artisan and skills college in Ekurhuleni Municipality, Gauteng Province, South Africa. The study findings reveal a statistically significant moderately positive correlation (r=0.618) between job satisfaction and ethical leadership (p-value<0.01), suggesting that an increase in one variable corresponds to an increase in the other. Therefore,

having ethical leadership in an organization can lead to higher levels of job satisfaction among employees. It is recommended that ethics be a central focus of management discussions and team interactions to ensure its integration into the organization, resulting in enhanced job satisfaction among employees. Management should introduce new employees to ethical principles early on and enforce consequences for unethical behavior to promote a culture of ethics within the organization.

Keyword: *Ethical Leadership, Job Satisfaction, Ethics*

Introduction

The importance of encouraging moral behaviour and leadership in businesses has long been recognized, according to Ajaz, Anjum, Rasheed, Wagas, and Hameed (20XX). Due to many scandals in industries like banking and oil that have been brought on by the unethical actions of organizational leaders, they contend that ethics and ethical leadership are receiving more attention worldwide. Moreover, Ajaz et al.,(2020) underscore instances where senior executives in diverse corporate entities have exhibited unethical behaviour, stressing that even comprehensive rules and laws may not avert organizational failures when leadership engages in unethical conduct. Businesses, stakeholders, and employees now prioritize business ethics since leadership style has a significant impact on a company's success or failure (Ajaz et al.,2020).

Davey (2024) says that South Africa needs ethical leadership at this point in its growth, but it doesn't seem to be present in politics or other areas like business, as the Zondo Commission pointed out. Serfontein and de Waal (2015) say that unethical leadership is common in the education sector, which causes waste, bad management, and cheating in the organizations. Mlambo (2021), Naidoo (2015), and Bush (2007) have identified key issues, such as lack of honesty and trustworthiness arising from unethical and corrupt leadership, resulting in detrimental effects within the education sector globally.

Reports have emerged regarding unethical behaviour in private colleges in South Africa—including non-compliance with financial regulations, failure to obtain Tax clearance, corrupt practices, bribery, wage non-payment to employees, disregard for student complaints, and falsification of exam scores and enrollment figures. In some cases, students received grades without their exam papers being assessed, a serious violation for any educational institution, whether public or

private (Crowth and Fengu, 2024). These misconducts demonstrate that the issue of unethical leadership extends beyond public colleges to private institutions.

Malik, Mahmood, Sarwar, Obaid, and Memon (2023) have noted the increasing focus on ethical leadership in recent research. While previous studies have explored the relationship between ethical leadership and employee job satisfaction in various sectors, there is a lack of research in smaller institutions such as Artisan and skills colleges. This gap in knowledge motivates the current study to investigate how ethical leadership impacts employee job satisfaction in these institutions.

This study specifically aims to examine the influence of ethical leadership on job satisfaction in private college institutions in Ekurhuleni Municipaility, Gauteng Province in South Africa. By focusing on the private college sector in South Africa, where research on this topic is limited, this study seeks to contribute to a better understanding of how ethical leadership affects job satisfaction in this context. This research will add to the existing body of knowledge on the subject. Therefore, this study will test the hypothesis:

Literature Review

Theoretical and conceptual framework

Brown, Trevino, and Harrison (2005) describe how social learning theory by Bandura (1986) underpins the idea of ethical leadership in organisations. This theory holds that people learn by watching how role models like parents, teachers, and leaders behave. Workers in organizations also pick up ethical behaviours via watching their leaders and how they act morally Brown et al (2005). The social learning theory also informs this investigation since it explains how moral leadership behaviour's work as a critical role models for staff members and its impact on different levels of engagement and satisfaction through observational learning processes.

The ongoing debate over morality and ethics has been thoroughly examined by academics including Mustofa and Tjahono (2024). The concept of ethical leadership is characterised by honesty, the sense of security and fostering fair climatic conditions (Katircioglu, Arasli, and Cizreliogullari, 2022). According to Malik, Mahmood, Sarwar, Obaid, Memon and Khaskheli(2023), senior management is usually expected to conduct operations and to act ethically to be exemplary to others within the organisation. Mustofa and Tjahjono (2024) agree that demonstrating

exemplary traits is an essential part of ethical leadership for business executives. They go on to state that ethical leadership emphasizes leaders as stewards and communicators of moral principles, with two primary responsibilities: setting an example for staff members and promoting moral behaviour through systems of rewards and penalties.

Employees that are committed and could significantly impact their organizations are crucial, according to Cansoy et al. (2021). Thus, it is essential for firms to comprehend the factors that influence employee engagement. Organizational research has focused on job satisfaction as a major determinant of employee outcomes (Puni, Mohammed & Asamoah, 2018). According to Cansoy et al. (2021), job satisfaction is the positive emotional state that results from feeling that one's work supports or aligns with one's vocational values, or from an emotional response to work that is based on comparing expected and actual results.

Empirical Review

The connection between job happiness and ethical leadership has been the subject of numerous research. Ethical leadership affects employees' behaviours and attitudes, which increases job satisfaction (Kaffashpoor and Sadeghian (2020). Recent study by Attar et al (2017) discovered that ethical leadership practices improve workers' job satisfaction. Similar study conducted by Mustafa and Lines (2014) shows that the characteristics and actions of leaders have a major influence on the job satisfaction of employees and promote a good attitude toward work. Better results are obtained in the workplace when leaders give tailored feedback. For example, if an employee fails to reach their target, it is best to indicate where they went wrong without resorting to yelling or being controlling.

The association between moral leadership conduct and worker job satisfaction was also investigated by de Hoogh and den Hartog (2018), their study findings reveals that employee work satisfaction is favourably correlated with ethical leadership. Additionally, Adam Salifu, Zhu, and Rakib's (2022) study shows a statistically significant positive correlation between job satisfaction and ethical leadership style among Ghanaian education service personnel. According to Kılıç, Kılıç, and Uzunyaylalı (2024), job satisfaction among employees is significantly impacted by the behaviour of supervisors.

H₁: Ethical leadership significanctly and positively influences employee job satisfaction.

Methodology

This study employed a quantitative methodology to analyse data using numerical values in a cross-sectional design to examine occurrences at a specific point in time. The main objectives were to define study constructs accurately and identify their interactions in a descriptive investigation. The study population consisted of permanent employees from a private Artisan and skills center in Ekurhuleni, Gauteng province, South Africa, including specialists, junior managers, managers, college principal, and employees who had worked for the organization for varying lengths of time.

Participants were randomly selected using simple random sampling technique from a private Artisan and skills college in Gauteng Province, South Africa, to ensure representativeness. They were provided with an adapted closed and structured questionnaire to collect primary data, which was administered in person to maximize the response rate. Out of the 98 surveys distributed, 76 were returned with accurate responses, yielding a response rate of 76%. The study employed a five-point Likert scale to gauge agreement.

Ethical leadership was assessed using Brown's (2005) measurement scale, which comprises ten components. Examples of items from the scale include: "My leader pays attention to what the workforce has to say", "My leader upholds ethical standards and reprimands employees for disregarding them", "My leader leads a principled life", "My leader considers the interests of the workforce", "My leader makes impartial and balanced decisions", "My leader is reliable", "My leader discusses corporate ethics and values with the workforce", "My leader sets an example by acting ethically", "My leader emphasizes achieving outcomes and the way in which they are achieved", and "My leader evaluates decisions by questioning whether they are the right thing to do".

Job satisfaction was measured using the Weiss, David, and Lofquist (1967) Minnesota Job Satisfaction measure, which consists of six elements. Examples of items from the measure include: "The opportunity to help others", "The opportunity to provide direction to others", "The opportunity to utilize my abilities", "The freedom to make decisions independently", "The opportunity to try new methods of performing tasks," and "The sense of accomplishment derived from the job". The measure includes six items related to external job satisfaction and twelve items related to internal job satisfaction.

Data Analysis

The data was analyzed using the Statistical Package for Social Sciences (SPSS), version 27, for descriptive analysis, the Structural Equation Model (SEM), and the Smart Partial Least Squares SEM (PLS-SEM), version 2.0 (Hair, Hult, Ringle & Sarstedt, 2014; Wong, 2011). The first step involved determining the mean standard deviations and assessing the measurement model for reliability and validity (Hair et al., 2014). A loading cut-off of 0.70 was used to ensure indicators were reliable, with loadings above 0.70 indicating that the construct explained over 50% of the indicator's variance. Once the construct measures were confirmed as reliable and valid, the second step assessed the structural model results to determine the significance of the relationships between ethical leadership and job satisfaction and tested the hypotheses. Collinearity between ethical leadership and job satisfaction constructs was examined as predictors of relationship value. A cut-off of R^2 values ranging between 0.25 and 0.50 was used. Finally, the strength and significance of the path co-efficients for the hypothesized relationships between the constructs (Hair et al.2014) were evaluated.

Table 1. Profile of Respondents

Description		Frequency	Valid Percent
Gender	Male	37	48.7
	Female	39	51.3
	Total	76	100.0
Age Range	Under 30	21	27.6
	30 – 39	32	42.1
	40 – 49	15	19.7
	50 and over	8	10.5
	Total	76	100.0
Education	Certificate	30	39.5
	National Diploma	16	21.1
	Bachelor's Degree	8	10.5
	Master's Degree	1	1.3
	Other	21	27.6
	Total	76	100.0
Years of Experience	Less than 6 months	14	18.4
	6 months	14	18.4
	1 to 2 years	20	26.3
	3 to 4 years	17	22.4
	5 years or more	11	14.5
	Total	76	100

Job Title	Specialist	6	7.9
	Junior Manager	3	3.9
	Manager	3	3.9
	College Principal	1	1.3
	Other, specify	63	82.9
	Total	76	100.0

Source: *Authors compilation* (2024)

Results in the table above show that male respondents make up 48.7% (37 participants), whereas female respondents make up the majority (39 individuals, 51.3 percent). 30 to 35-year-olds make up the largest age group (32 participants, 42.1%), followed by those under 30 (21 participants, 27.6%), 40 to 49-year-olds (15 participants, 19.7%), and those over 50 (8 participants, 10.5%).The largest percentage of respondents (30, or 39.5%) have a certificate, followed by other credentials (21, or 27.7%), a national diploma (16, or 21.1 percent), a Bachelor's degree (8, or 10.5%), and a Master's degree (1, or 1.3%).

Twenty (20) participants, representing 34.4% of the total, have been employed by their current company for two years; fifteen participants, accounting for 26.3%, for four years; seventeen participants, constituting 22.4%, for six months; and fourteen participants, comprising 18.4%, for less than six months. Thirty-seven percent of the participants, specifically 37.4 percent, have been employed by their current employer for two years; fifteen percent, or 26.3 percent, for four years; seventeen percent, or 22.4 percent, for six months; and fourteen percent, or 18.4 percent, for less than six months. The stability of the organisation is evidenced by the retention of personnel beyond the onboarding phase, as seen in tenure data showing that 37.4% of employees have been with the company for two years. Concerns exist over turnover rates, since forty-eight percent of staff have been with the business for less than one year. If this elevated percentage results from frequent recruiting, it may indicate that the organisation is undergoing substantial growth or facing challenges in employee retention. A greater proportion of long-tenured employees may suggest that training and onboarding processes require meticulous attention to ensure seamless cultural integration inside the organisation. A high turnover rate may be signified by the presence of personnel who have been with the company for less than six months, constituting 18.4% of the workforce. If individuals are departing from their positions in a brief period, it is likely that factors such as workplace culture, job satisfaction, opportunities for career advancement, or compensation are affecting their decision to leave. Conversely, if the

organisation is experiencing growth or consistently acquiring new workers, a significant influx of recent employees may only indicate the strategic expansion of the organisation.

Table 2. Perception of respondents regarding ethical leadership

Ethical Leadership			Strongly/Disagree	Neither Disagree/Agree	Strongly/Agree	Mean	Standard Deviation
EL1	My leader pay attention to what worker force has to say.	Count	24	19	33	3.18	1.219
		Row N%	31.6%	25.0%	43.4%		
EL2	My leader castigates workforces for disregarding ethical standards.	Count	22	19	35	3.22	1.127
		Row N%	29%	25%	46%		
EL3	My leader leads a principled life.	Count	26	14	36	3.25	1.415
		Row N%	34.2%	18.4%	47.7%		
EL4	My leader considers the interest of workforces.	Count	16	14	41	3.46	1.012
		Row N%	21%	25.0%	54%		
EL5	My leader makes impartial and balanced decision.	Count	26	10	40	3.24	1.305
		Row N%	34.2%	13.2%	52.6%		
EL6	My leader is reliable.	Count	26	14	36	3.28	1.323
		Row N%	34.2%	18.4%	47.4%		
EL7	My leader deliberates corporation ethics and values with workforces.	Count	17	23	36	3.37	1.153
		Row N%	22.4%	30.35	47.3%		
EL8	My leader sets an example of acting ethically.	Count	22	19	35	3.36	1.230
		Row N%	29%	25%	46.1%		

EL9	My leader stablishes accomplishment by the outcomes and by way outcome is realised.	Count	25	12	38	3.28	1.362
		Row N%	34.2%	15.8%	50%		
EL10	My leader resolves by probing whether it is right thing to be carried out.	Count	25	21	20	3.14	1.383
		Row N%	32.9%	27.6%	39.5%		

The results in Table 2 indicate that college employees predominantly view their leaders as demonstrating ethical leadership through their actions, behaviors, and decision-making processes. The average scores for all categories related to ethical leadership exceed 3.0, indicating a positive perception of ethical leadership within the organization.There is a strong consensus among employees that their leaders prioritize the interests of the workforce (M=3.46, SD=1.0120). This suggests that the college leadership should continue to maintain this positive trend while ensuring consistency across all levels to enhance the employee experience.

Employees also agree that their executives engage in discussions about company ethics and values with the staff (M=3.37, SD=1.1530). This implies that the college leaders should further enhance engagement efforts by creating open forums where employees actively participate in ethical decision--making processes.

However, there is less consensus on the statement "My leader resolves issues by questioning whether it is the right thing to do" (M=3.14, SD=1.383). To address this, leadership should reinforce a transparent decision-making framework that clearly aligns choices with organizational values, ensuring that employees understand and trust management actions.

Similarly, there is less agreement on the statement "My leader pays attention to what the workforce has to say" (M=3.18, SD=1.219). To bridge this gap, college leadership may consider implementing more interactive feedback mechanisms, such as pulse surveys.

Table 3. Perception of respondents regarding employee Job satisfaction

			Strongly Disagree	Neither Disagree or Agree	Strongly Agree	Mean	Standard Deviation
JB1	The way my boss handles his/her workers.	Count	11	11	54	3.82	1.016
		Row N%	14.5%	14.5%	71%		
JB2	The competence of my supervisor in making decisions	Count	15	7	54	3.83	1.088
		Row N%	19.7%	9.2%	71.1		
EJB3	The way the company policies are put into practice	Count	15	17	40	3.49	1.17
		Row N%	19.7%	23.7%	56.7%		
EJB4	My pay and the amount of work I do.	Count	19	17	40	3.42	1.012
		Row N%	25%	22.4%	52.6%		
EJB5	The chances of advancement on this job.	Count	18	19	39	3.37	1.176
		Row N%	23.7	25	51.3		
EJB6	The praise I get for doing a good job.	Count	20	15	41	3.36	1.116
		Row N%	26.4%	19.7%	54%		
EJB7	Being able to keep busy all the time	Count	19	13	44	3.45	1.248
		Row N%	25	17.1	57.9		
EJB8	The praise I get for doing a good job.	Count	13	26	37	3.51	1.077
		Row N%	17.1	34.2	48.7		
EJB9	The chance to do different things from time to time.	Count	11	12	53	3.76	1.031
		Row N%	14.4	15.8	69.8		
EJB10	The chance to be "somebody" in the community.	Count	24	21	31	3.12	1.166
		Row N%	31.6	27.6	40.7		
EJB11	Being able to do things that don't go against my conscience.	Count	16	15	45	3.59	1.256
		Row	21.1	19.7	59.2		

			N%				
EJB12	The way my job provides for steady employment.	Count	28	24	24	2.96	1.171
		Row N%	36.8	31.6	31.5		
EJB13	The chance to do things for other people.	Count	48	13	15	2.21	1.330
		Row N%	63.1	17.1	19.7		
EJB14	The chance to tell people what to do.	Count	22	43	11	3.13	1.147
		Row N%	29	35.5	35.6		
EJB15	The chance to do something that makes use of my abilities.	Count	25	21	30	3.14	1.354
		Row N%	32.9	27.6	39.5		
EJB16	The freedom to use my own judgement.	Count	15	20	38	3.50	1.172
		Row N%	19.8	26.3	54		
EJB17	The chance to try own methods of doing the job	Count	18	20	28	2.97	1.275
		Row N%	36.9	26.3	36.9		
EJB18	The feeling of accomplishment I get from the job.	Count	21	18	37	3.39	1.223
		Row N%	27.7	23.7	48.7		

Source: *Authors compilation* (2024)

Table 3 indicates that employee satisfaction is of significant concern for the firm, as a considerable number of employees hold negative views about their employment. For example, 63% (n=48) strongly disagree that they have the opportunity to assist others (M=2.21, SD=1.330), signifying a deficiency in opportunities for learning and collaboration with peers. Furthermore, 20 employees expressed neutrality on their ability to experiment with new working methods (M=2.97, SD=1.275), indicating a deficiency in creativity within the firm. Thirty six point eight percent (36.8%) of employees are uncertain regarding their job security, as they neither concur nor dissent that their position offers stability (Mean=2.96, SD=1.171). This ambiguity can engender dissatisfaction with their roles, culminating in discontented personnel who may adversely affect the organization's overall effectiveness. It is imperative for the firm to address these problems to guarantee general job satisfaction among its employees, particularly given that the average

scores are below 3. Most employees (71%, n=54) either strongly agree or agree regarding their superiors' ability in decision-making (M=3.83, SD=1.088). A substantial percentage (71%, n=54) either strongly agree or agree with their boss's management of the team (M=3.82, SD=1.016).

Reliability Analysis

The study utilized Cronbach's Alpha co-efficient to evaluate the instrument's reliability, following Creswell's (2010) recommendation. Duad, Khidzir, Ismail, & Abdullah (2018) suggested that a Cronbach's Alpha value above 0.6 indicates high reliability. The scales for Job satisfaction and ethical leadership in the study demonstrated Cronbach's Alpha values ranging from 0.934 to 0.963, surpassing the 0.6 threshold, indicating the research tool's high reliability. See Table 4 below.

Table 4. Reliability Analysis Results

Construct	Cronbach Coefficient	Number of Items
Ethical Leadership	0.963	10
Job Satisfaction	0.934	18

Source: *Authors compilation (2024)*

Table 6: Correlation analysis and Discriminant Validity Results

		Ethical Leadership	Job Satisfaction
Ethical leadership	Pearson Correlation	0,606	
	Sig.(2-tailed)		
	N	76	
Job Satisfaction	Pearson Correlation	0.613	0.613
	Sig.(2-tailed)	.000	.000
	N	76	76
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: *Authors compilation* (2024)

Table 7: Correlation Analysis Hypothesis Testing

Hypothesis	Relationship	R	p-value	Decision
H1	There is a relationship between ethical leadership and Job satisfaction	0.680	< 0.01	Supported

Source: *Authors compilation (2024)*

Tables 7 demonstrate a statistically significant moderately positive correlation (r = 0.618) between work satisfaction and ethical leadership (p-value < 0.01). This suggests that as one variable increases, the other also tends to increase. Therefore, having ethical leadership in an organization can lead to higher job satisfaction among employees.
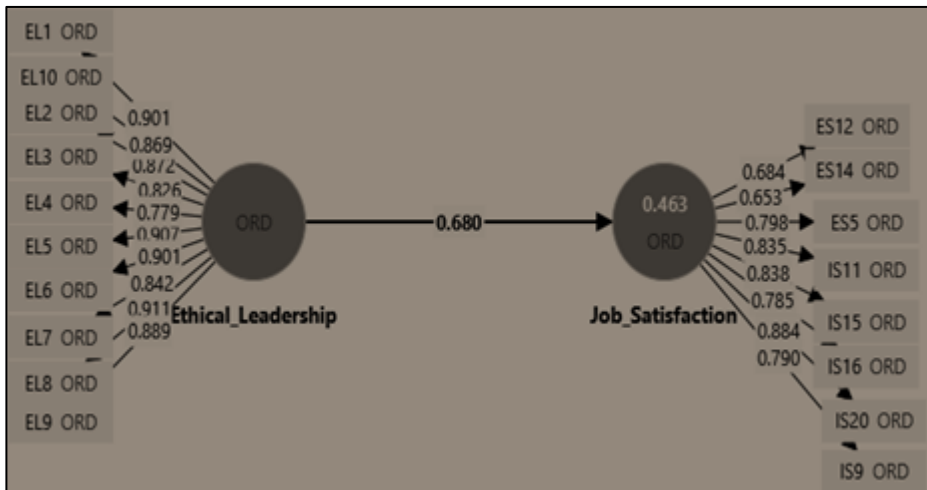
Structural Equation Model (SEM)

A structural equation model was created utilizing Partial Least Squares-Structural Equation Model (PLS-SEM) methodology to evaluate the influence of ethical leadership on work satisfaction. The measurement model was assessed initially, followed by the structural model.

Assessment of the Measurement Model

To analyse latent variables and associated indicators, the measurement model is employed (Herwin, Fathurrohman, Wuryandani, Dahalan, Suparlan, Firmansyah, and Kurniawati, 2021). As part of this study's assessment of the measuring model, the items and constructs' discriminant validity, convergent validity, and reliability were evaluated. The assessment of reliability was conducted with Cronbach's Alpha coefficient and composite reliability. High reliability is indicated by a Cronbach's alpha value greater than 0.6, which is deemed acceptable by Pallant (2001) and Nunnally & Bernstein (1994).

Assesment of the Structural Equation Model (SEM)

The structural model of the study was analysed with MART-PLS 3.0. Figure 1 on the subsequent page and Table 8 display the outcomes, encompassing t-values, path coefficients, and the co-efficient of determination (R^2). Table 8 demonstrates a substantial influence of ethical leadership on job satisfaction.

Source: Authors Compilation (2024)
Figure 1 - Assessment of the Structural Equation Model (SEM)

Table 8: Structural Equation Model Results

Hypothesis	Relationship	Path-Coefficient	t-value	p-value	Decision
H1	There is a relation between ethical leadership and employee job satisfaction	0,680	13,865	<0.01	Supported

Source: *Authors compilation (2024)*

The research sought to assess the influence of ethical leadership on job satisfaction. Table 8 demonstrates a substantial positive correlation between ethical leadership and job satisfaction (β=0.680, t-value=13.865, p-value<0.01). The findings corroborate the premise that employees' opinions of ethical leadership affect their job satisfaction levels.

Discussion

The research aimed to assess the impact of moral leadership on employee job satisfaction within a Skills and Artisan College in Ekurhuleni Municipality, Gauteng Province, South Africa. The hypothesis proposing a relationship between ethical leadership and job satisfaction was supported by statistically significant results presented in Table 7 and Table 8. The findings revealed that ethical leadership positively influenced job satisfaction (β=0.680, t-value=13.862, p-value<0.01). The structural equation model analysis further confirmed these results, showing a strong coefficient of determination (r = 0.680), indicating that 68% of the variance in job satisfaction can be attributed to ethical leadership characteristics.

These findings validate that effective implementation of ethical leadership can boost job satisfaction among employees at Skills and Artisan College in Ekurhuleni Municipality, Gauteng Province, South Africa. This outcome supports the premise that ethical leadership, characterized by ethical behavior, success, listening to coworkers, fairness, trustworthiness, and consideration of coworkers' interests, can improve job satisfaction among employees.

These findings have important implications for the management of Skills and Artisan College in Ekurhuleni Municipality, Gauteng Province, South Africa. By emphasizing and enhancing ethical leadership practices, the College management can significantly enhance job satisfaction among employees, leading to a more

motivated and committed workforce, ultimately improving the college's overall performance and reputation.

These results are consistent with previous studies by Limpo and Juanidi (2023), Adam Salifu, Zhu, and Rakib (2022), Guchait, Simons, and Pasamehmetoglu (2016), Çelik et al. (2015), Akinbode and Osisioma, Kılıç et al. (2024), Shafique et al. (2018), Güngör (2016), Işık (2020), Abdelhay et al. (2023), and Oladimeji & Abdulkareem (2023), which have all demonstrated a positive relationship between ethical leadership and employee job satisfaction. These findings highlight the importance of ethical leadership in fostering a positive work environment and enhancing employee well-being.

However, these findings contradict studies by Okan and Akyuz (2015), Gucel et al. (2012), Kim and Brymer (2011), Yates (2011), Ahmad and Umrani (2019), Jung (2016), and Sari, Muhammed, and Aliansyah (2022), which suggest that ethical leadership does not significantly impact employee job satisfaction. In the context of this study, ethical leadership was found to have a significant influence on job satisfaction, emphasizing the importance of ethical leadership in promoting employee satisfaction and organizational success.

Conclusion

The study's findings suggest that ethical leadership has a beneficial impact on job satisfaction. Therefore, the Skills and Artisan College should prioritize the development of ethical leadership to enhance job satisfaction, to achieve college objectives. This research addresses a gap in the literature by investigating the relationship between ethical leadership and job satisfaction within a private Skills and Artisan College in Ekurhuleni Municipality, Gauteng Province, South Africa. It contributes to the fields of organizational ethics, human resource management, and industrial and organizational psychology. Organizations that uphold ethical standards, provide fair treatment, and promote respect cultivate a positive atmosphere that boosts long-term job satisfaction among their employees.

Recommendation , Limitation of the Study and Future Studies

This study highlights the importance of personnel management in enhancing employee job satisfaction. It emphasizes the significant impact of ethical leadership on employee satisfaction, suggesting that leaders should prioritize instilling these values from the in   the

organization. It is advised that ethics be a key topic in management discussions and team interactions to ensure its incorporation into the organization, which might lead to increased job satisfaction among employees. Management should introduce new employees to ethical principles early on and enforce penalties for unethical conduct to foster an ethical culture within the organization.

Nonetheless, it is crucial to recognize the constraints of this study. As important as ethical leadership is, this study did not adequately examine other aspects that may significantly affect job satisfaction, like corporate culture, pay, and economic situations. The study was done at a private college in South Africa employing a quantitative research approach with a limited sample size of 98 participants, which restricts the generalizability of the findings. Future research may benefit from a mixed-methods approach and a longitudinal study design to yield a more thorough analysis. Expanding the sample size beyond 100 participants and conducting the study in both public and private colleges could provide a more comprehensive perspective and enhance the existing body of knowledge.

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