

Ethical Leadership from the Ground Up: Experiences of Male and Female Cleaners at Mwalimu Nyerere Memorial Academy

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Abstract

This paper investigates the experiences of male and female cleaners at the Mwalimu Nyerere Memorial Academy (MNMA), linking their roles to ethical leadership, gender equity, and sustainable governance. Grounded in the philosophy of Mwalimu Julius Nyerere, who advocated for the dignity of labor, the study highlights how cleaning staff maintain a hygienic and dignified academic environment while facing systemic inequities and social marginalization. Utilizing a mixed-methods approach, data were collected from 30 cleaners and two key informants through interviews, questionnaires, and observations. The findings reveal significant gendered divisions in labor, with women predominantly assigned indoor cleaning tasks and men responsible for outdoor maintenance. This division reflects entrenched gender socialization, as 47% of women reported acquiring skills at home, compared to only 17% of men who received formal training. Cleaners encounter numerous challenges, including chronic underpayment, inadequate personal protective equipment (PPE), infrastructural neglect, and disrespect from students and staff. These issues affect their morale and performance and hinder MNMA's sustainability and inclusivity goals. Many cleaners engage in side jobs to supplement their low wages, which detracts from their focus and quality of work. The study emphasizes the paradox of essential workers being undervalued despite their critical role in education. It advocates for an ethical leadership approach that prioritizes the voices and welfare of support staff. Recommendations include equitable training opportunities, revising pay structures, raising awareness among students and staff about the contributions of cleaners, and fostering collaboration between MNMA management, cleaning firms, and student affairs. By highlighting the importance of cleaners in governance and sustainability discussions

Keywords: Ethical leadership, Gender roles, Informal employment, Institutional cleaners, Workplace equity

1. Introduction

Globally, cleaners play a pivotal yet often underappreciated role in maintaining health and safety standards in educational institutions. Their contribution is not merely cosmetic but directly influences infection control, mental well-being, and the operational continuity of learning environments (Savolainen, 2023). Despite this, cleaning personnel are typically situated at the lowest end of institutional hierarchies—experiencing poor wages, hazardous working conditions, minimal social protection, and limited upward mobility (Chen & Ravallion, 2010). Research in developed countries, such as the United States and Finland, reveals that cleaners are frequently excluded from decision-making processes despite their crucial frontline contributions during public health emergencies such as the COVID-19 pandemic (International Labour Organization [ILO], 2022; Savolainen, 2023). The occupational invisibility of this group has prompted calls for re-evaluating how institutions perceive and support non-academic staff in sustainable development agendas.

At the regional level, particularly in Sub-Saharan Africa, the plight of cleaning personnel remains exacerbated by socio-economic inequalities, gender disparities, and institutional neglect. Cleaners, especially women, often face double burdens of labor and household care responsibilities, exacerbated by poor labor laws and minimal professional development (Akafo & Boateng, 2015). In many African universities, outsourced cleaning services have further eroded job security and diluted employer accountability, leaving workers with limited bargaining power and no meaningful inclusion in occupational safety policymaking (ILO, 2020). Furthermore, regional studies have consistently shown that the well-being of cleaners is compromised by insufficient training, lack of safety equipment, and a pervasive culture of disregard by both students and faculty (Mabasa & Monyai, 2019).

In the Tanzanian context, these global and regional challenges are acutely reflected in the lived experiences of cleaners across higher learning institutions. Cleaning staff—often sourced through external contractors—are seldom offered formal induction or professional development programs, resulting in inconsistent hygiene standards and occupational vulnerability (Mkhai & Kassim, 2023). Many Tanzanian cleaners work long hours under precarious terms, earning wages below national living standards and often lacking access to personal protective equipment (PPE) or health insurance. Gendered labor roles further complicate the situation: women are typically assigned "indoor" cleaning tasks, such as office and toilet sanitation, while men are tasked with "outdoor" duties like sweeping roads or managing garbage collection—

demonstrating an entrenched gender division of labor rooted in patriarchal norms (Akafo & Boateng, 2015; Mkhai & Kassim, 2023).

Efforts to improve the plight of cleaning staff in Tanzania have been piecemeal and largely confined to public health interventions during epidemics. While some institutions have introduced basic safety training or upgraded cleaning tools, such initiatives are not institutionalized, and the systemic undervaluation of cleaners persists. Existing literature also tends to focus on technical hygiene practices rather than exploring the everyday experiences, gendered dynamics, or leadership gaps that shape cleaners' working conditions and sense of belonging in academic spaces (Savolainen, 2023; Mkhai & Kassim, 2023).

Given these gaps, this study seeks to provide a nuanced understanding of the role of Mwalimu Nyerere Memorial Academy (MNMA) cleaners, paying particular attention to how ethical leadership can emerge from the bottom up. Specifically, the study investigates the gendered division of cleaning labor, the socio-economic and institutional challenges cleaners face, and their understanding of a safe and sustainable academic environment. The study is grounded in the ethical and developmental philosophy of Mwalimu Julius Nyerere, who emphasized dignity in all forms of labor, social justice, and participatory governance.

To address these concerns, the study poses three core research questions:

- i. To what extent do male and female cleaners understand the concept of a safe learning environment at MNMA?
- ii. What are the daily responsibilities of male and female cleaners in maintaining such an environment?
- iii. What gender-specific challenges do they encounter in fulfilling these duties?

Adopting a mixed-methods approach, this study documents the voices of an often-overlooked occupational group and proposes evidence-based recommendations for institutional policy and leadership transformation. In doing so, it contributes to ongoing debates on workplace equity, inclusive leadership, and sustainable development in higher education in Tanzania and the broader African context.

2. Theory Underpinning the Study

The theoretical foundation of this study is built upon the Servant Leadership Theory (SLT), conceptualized initially by Robert K. Greenleaf in 1977. SLT

reorients traditional leadership hierarchies by positioning the leader primarily as a servant who prioritizes the growth, well-being, and empowerment of those they lead. In this view, leadership is not rooted in control or authority but in ethical stewardship, empathy, and community-building (Greenleaf, 1977). This model is particularly relevant for analyzing the often overlooked but vital contributions of institutional cleaners, whose roles in sustaining healthy and safe environments are essential yet frequently undervalued.

Applying SLT in this context underscores the importance of dignity in labor, ethical responsibility, and inclusive governance. These principles resonate strongly with the leadership values espoused by Mwalimu Julius K. Nyerere, Tanzania's founding father, who championed egalitarianism, participatory governance, and social justice. Nyerere's ethical framework advocated for a leadership model that treats all workers—regardless of position with respect and dignity, making SLT an appropriate philosophical lens for this study (Nyerere, 1968; Spears, 1995). Furthermore, SLT aligns with contemporary scholarship that connects ethical leadership to improved institutional trust, job satisfaction, and organizational citizenship behaviours, especially among marginalized employee groups (Hunter et al., 2013). Therefore, the theory offers a robust platform for evaluating how institutional cultures can empower or marginalize low-status workers, such as male and female cleaners.

3. Research Methodology

3.1 Study Area and Its Rationale

The study was conducted at Mwalimu Nyerere Memorial Academy (MNMA), specifically at its Kivukoni Campus in Dar es Salaam, Tanzania. MNMA is a public academic institution with a well-defined organizational structure and many non-academic staff, including cleaners who are outsourced through private cleaning companies. The selection of MNMA was intentional, driven by its representative institutional characteristics, including the structured integration of cleaning services into its operational framework and its adherence to national labor outsourcing trends in public institutions. MNMA's diverse and gendered workforce of cleaners presented a unique and informative context for exploring the intersection of ethical leadership, gender roles, and labor dignity in a formal academic environment.

Additionally, MNMA's symbolic legacy, being named after Mwalimu Nyerere, a moral authority on servant leadership, provided a compelling backdrop for investigating whether the institution reflects the values its name embodies. The focus on this site also responded to logistical and time constraints, as the study

was carried out within an academic timeframe of eight months. Nevertheless, MNMA offers a microcosmic view of the broader dynamics facing low-cadre staff across Tanzanian higher education institutions, making it contextually rich and practically feasible.

3.2 Research Approach

This research employed a mixed-methods approach, combining quantitative and qualitative methodologies to provide a holistic understanding of the experiences of male and female cleaners at MNMA. The quantitative component focused on structured questionnaires to generate numerical data on participants' roles, work conditions, and understanding of a safe learning environment. This allowed for statistical generalization across the study sample. Conversely, the qualitative component involved semi-structured interviews with key informants from the cleaning company to gather deep, contextual insights into managerial practices, gender-based role assignments, and governance issues. The convergent parallel design used in this study enabled the integration of both data types during analysis, ensuring that numerical patterns were interpreted alongside nuanced narratives (Creswell & Creswell, 2024). This triangulation increased the internal validity and reliability of the findings while capturing multiple dimensions of the research problem.

3.3 Research Design

The study adopted a cross-sectional descriptive research design to capture participants' perspectives at a single time. This design was chosen for its methodological suitability in exploratory and explanatory social research, particularly when evaluating perceptions, behaviours, or conditions across a well-defined population (Kothari, 2004). It enabled the researcher to assess gender-specific roles, ethical leadership experiences, and organizational support structures as they existed within the temporal scope of the study. Additionally, the cross-sectional design supported cost-effective data collection and was feasible within the short research timeframe, making it ideal for degree-based academic inquiry.

3.4 Population of the Study

The target population for this study comprised 35 cleaners employed through a private cleaning contractor at MNMA, including both men and women. The population also included key managerial personnel from the outsourced cleaning firm, namely, an executive officer and a site supervisor, who served as key informants. The total population was finite and manageable, allowing for near-complete sampling and reducing the potential for sampling bias. This

population was particularly relevant to the research objectives, which focused on labor experiences, ethical leadership, and gender dynamics in lower occupational strata within academic institutions.

3.5 Sample Size and Sampling Procedure

A total of 30 cleaners (17 female and 13 male) were selected for the study, representing approximately 85.7% of the total cleaner workforce at MNMA. This sample size is consistent with social research standards, which hold that a minimum of 30 cases is sufficient for statistical analysis, particularly when the population is small and homogeneous (Bailey, 1998; Kimia, 2008). The sample composition allowed for gender-sensitive analysis and ensured proportional representation.

Sampling employed a combination of purposive and simple random techniques. Purposive sampling was used to select the two key informants based on their administrative positions and knowledge of institutional operations. Meanwhile, simple random sampling was employed to choose cleaner respondents from both male and female clusters, ensuring fairness and minimizing selection bias. This two-pronged strategy facilitated the collection of in-depth managerial insights and broad worker-level data, thereby enhancing the richness and balance of the study findings.

3.6 Data Collection Methods

A mixed-methods framework was adopted to ensure a multidimensional understanding of the experiences of male and female cleaners at Mwalimu Nyerere Memorial Academy (MNMA). This approach was selected to capture the measurable patterns within the population and the deeper, qualitative narratives that provide contextual richness (Creswell & Creswell, 2024).

3.6.1 Primary Data Collection Methods

Primary data were collected through structured questionnaires and semi-structured interviews. The structured questionnaires were distributed to 30 cleaners (17 women and 13 men) covering their awareness of safe learning environments, the scope of their daily tasks, gender-specific challenges, and perceptions of institutional support. The questions combined Likert-scale and multiple-choice formats to enhance consistency while allowing quantifiable analysis. These instruments were designed to capture the perspectives of cleaners working across different zones of the MNMA campus, including classroom blocks, offices, toilets, and external compounds.

Qualitative insights were obtained through in-depth, semi-structured interviews with two key informants: a site supervisor and an executive officer from Kishingweni Cleaning Company to complement the quantitative data. These informants provided critical viewpoints on managerial practices, staff deployment, training structures, contract enforcement, and the ethical dimensions of labor governance within the Academy. This qualitative data collection method facilitated the exploration of power dynamics, leadership accountability, and staff well-being, particularly through the lens of servant leadership theory (Greenleaf, 1977).

3.6.2 Secondary Data Collection Methods

Secondary data were utilized to supplement and contextualize the primary findings. Sources included institutional documents such as cleaning contracts, occupational health and safety guidelines, policy manuals, and training records from the contracted cleaning firms. Additionally, relevant academic literature on ethical leadership, labor conditions in sub-Saharan Africa, and gender in institutional support roles provided the theoretical and empirical backdrop for interpretation. This triangulation of documentary sources added credibility to the findings and allowed for comparison between documented institutional ideals and the lived experiences of the cleaning staff (Punch, 2014).

3.7 Data Analysis

Data analysis followed a two-pronged process consistent with the study's mixed-methods design. For quantitative data, the Statistical Package for the Social Sciences (SPSS, Version 26) was employed to generate descriptive statistics, including frequencies, means, and percentages. Cross-tabulations were conducted to identify gendered patterns in task allocation, training, and perception of institutional support. This facilitated an intersectional analysis of how gender and institutional structures interact to shape cleaner experiences.

For qualitative data, thematic content analysis was utilized. Interview transcripts were coded inductively, with recurring patterns organized under thematic categories such as ethical governance, gendered labor roles, leadership response to grievances, and emotional well-being. Selected quotes were integrated into the narrative to retain authenticity and amplify the voices of marginalized participants (Braun & Clarke, 2006). The convergence of these quantitative and qualitative insights provided a nuanced and validated interpretation of the study's core questions.

3.8 Reliability and Validity of Data

3.8.1 Reliability of Data

The internal consistency of the structured questionnaire was tested using Cronbach's alpha, a standard measure of reliability in survey research. The overall alpha value exceeded the acceptable threshold of 0.70, indicating high internal coherence among the survey items (Tavakol & Dennick, 2011). A pilot study was conducted with a small group of cleaners from a similar institution to establish reliability further. A test-retest procedure, involving administration of the same instrument at two points, was used to confirm the stability of responses over time.

3.8.2 Validity of Data

Validity was ensured through multiple strategies. Face validity was first confirmed through expert reviews by academic supervisors and professionals in organizational ethics and labor studies. Content validity was enhanced by systematically aligning questionnaire and interview items with ethical leadership and servant-leader behaviours constructs, as established in the literature (Spears, 1995; Liden et al., 2008). Furthermore, construct validity was reinforced by mapping the questionnaire sections directly onto the research objectives and theoretical framework. Pre-testing at a comparable academic institution further ensured the clarity and relevance of the tools in the Tanzanian context.

3.9 Ethical Considerations

Ethical integrity was central to this study's design and execution. Formal ethical clearance was obtained from the Research Ethics Committee at the Mwalimu Nyerere Memorial Academy. Before data collection, informed consent was sought from all participants, who were briefed on the study's purpose, procedures, and potential risks. Participation was voluntary, and respondents were assured of the right to withdraw at any time without consequence. In the interest of confidentiality and anonymity, pseudonyms were assigned to all qualitative responses, and no identifying information was disclosed in the final report. Additionally, organizational permissions were secured from the management of Kishingweni Cleaning Company, the institution's contracted cleaning service provider. All data collected were stored securely and used solely for academic purposes, following APA ethical research standards (APA, 2020).

3.10 Limitations of the Study

Despite its rigorous design, the study acknowledges several limitations. Firstly, its single-institutional focus restricts the generalizability of findings to other academic institutions within or beyond Tanzania. Broader comparisons would require a multi-site study to capture variations in institutional cultures and leadership practices. Secondly, the sample size, though representative of the MNMA cleaner population, limited the application of more advanced inferential statistical tests, such as regression modelling, which require larger data sets. Thirdly, response bias may have occurred due to the hierarchical nature of employer–employee relations and third-party employment arrangements. Cleaners may have underreported grievances due to fear of reprisal or employment insecurity. Lastly, time constraints limit the longitudinal tracking of change or impact following leadership interventions. Nevertheless, the study's robust methodological triangulation, firm theoretical grounding, and practical relevance provide a compelling and credible account of how ethical leadership or its absence shapes the lived realities of cleaners in Tanzanian higher education institutions.

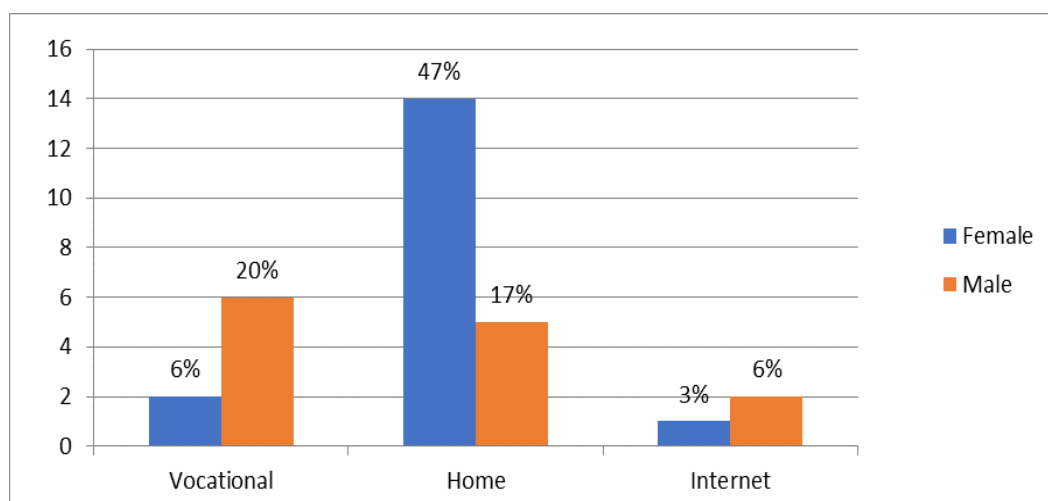
4.0 Findings and Discussion

4.1 Socio-Demographic Profile of Respondents

Findings in Table 1 and Figure 1 indicate that the study engaged 30 cleaners at MNMA, comprising 57% female and 43% male, a gender distribution that reflects broader global patterns whereby women predominate in informal, low-paid service roles (International Labour Organization [ILO], 2018). Most respondents (73%) were between 18 and 30 years old, aligning with youth employment trends in sub-Saharan Africa, where limited formal-sector jobs push young adults into informal work (Chen & Ravallion, 2010). Approximately 53% were married, indicating the dual pressure of domestic and economic responsibilities, while educational backgrounds revealed that 77% had completed secondary education, with only a small minority possessing post-secondary qualifications. Cleaning skills were most often acquired at home, particularly by women (63%), whereas men were more likely to have vocational or internet-based training. This gendered socialization underscores how cleaning remains viewed mainly as women's domain, conferring tacit skill transmission rather than formal, professional development (Bianchi et al., 2000). These demographic dynamics offer critical context for interpreting training needs, workplace status, and ethical recognition.

Table 2: Socio-Demographic Profile of Respondents

S/No.	Characteristic	Frequency	Percent
1	Sex of respondents:		
	Female	17	57
	Male	13	43
	Total	30	100
2	Groups of respondents:		
	18 - 30 years	22	73
	30 - 45 years	8	27
	Total	30	100
3	Marital status of respondents:		
	Married	16	53
	Not Married	13	43
	Widow	1	4
	Total	30	100
4	Educational level of respondents:		
	Primary	4	13
	Secondary	23	77
	Post-secondary	1	3
	Degree	2	7
	Total	30	100
5	Skills and Training attained by respondents:		
	Vocational training	8	27
	Home	19	63
	Internet	3	10
	Total	30	100

**Figure 1:** Source of cleaning skills and training of Respondents by sex
Source: Field Data (2024)

4.2 Understanding of a Safe Learning Environment

Cleaner awareness of what constitutes a safe learning environment varied but revealed key shared themes and responses, as indicated in Figure 2. Female respondents emphasized students' and staff's emotional and physical well-being, defining safety in terms of sanitation, absence of hazards, and supportive ambience. One female cleaner described it as *"an environment that guarantees the safety, health, and well-being of students, teachers, and other staff"* (Field Interview, 5 September 2024). Male respondents tended to frame safety more technically: *"a sanitary environment free from harmful microorganisms and germs, allowing students to focus on learning"* (Field Interview, 5 September 2024). Though expressed differently, both genders understood safety as integral to learning quality. Such perceptions reflect the often-unseen role cleaners play in institutional resilience and align with servant-leadership recognition of all employees as contributors to the organization's mission (Spears, 1995).

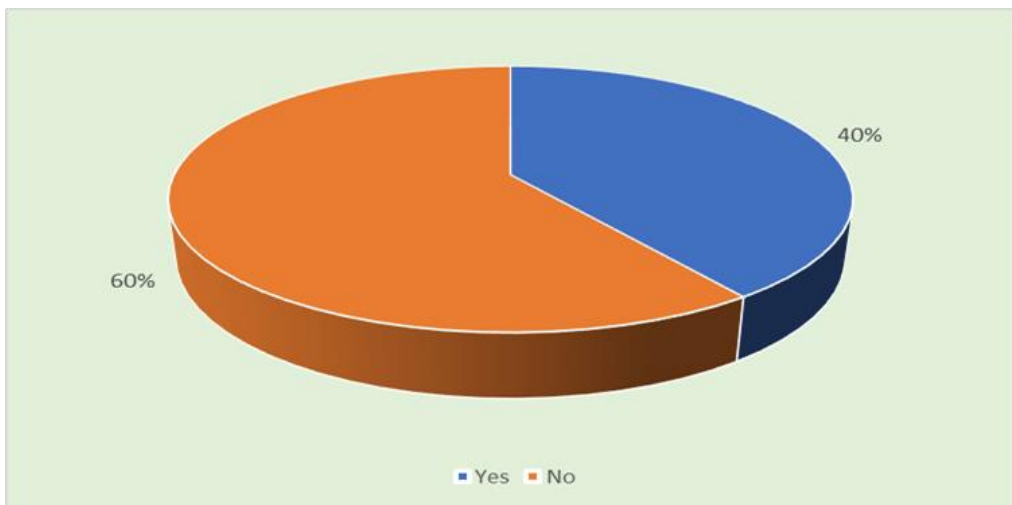


Figure 2: Responses on Possession of Work Contract

Source: Analysis of Field data

4.3 Daily Responsibilities of Male and Female Cleaners

The allocation of daily tasks at MNMA is indicated in Figures 3-4, revealing clear gender-based divisions reflective of entrenched labor norms. Women predominantly handled indoor duties, cleaning classrooms, hostel corridors, offices, and restrooms, performing sweeping, mopping, dusting, and disinfecting. Men, conversely, managed outdoor tasks, including sweeping roads, maintaining gardens, bush clearing, and waste disposal. As one key informant explained: *"Female cleaners handle all indoor sanitation. Male*

cleaners maintain gardens, roads, and open spaces, including slashing and tree trimming' (Field Interview, 7 September 2024). While some duties overlapped, the gendered allocation was consistent. These task divisions reflect perceptions of physical ability, cultural gender roles, and institutional labor hierarchies. More significantly, they underscore the invisibility of women's physical labor: indoor sanitation work typically requires high frequency and precision, yet it remains undervalued in terms of pay and recognition (Cobb & Herd, 2002).

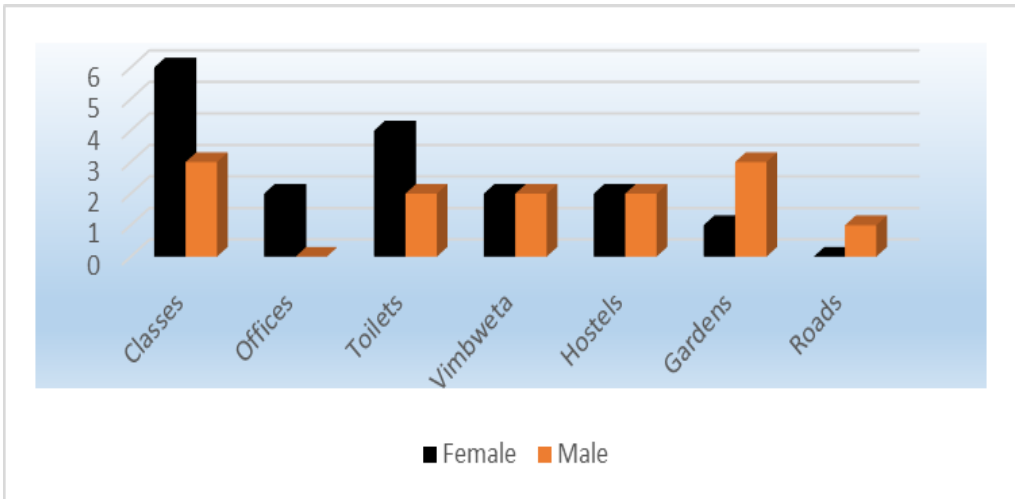


Figure 3: Responses on the Areas that are Cleaned Repeatedly on Daily Basis
Source: Analysis of Field Data (2024)

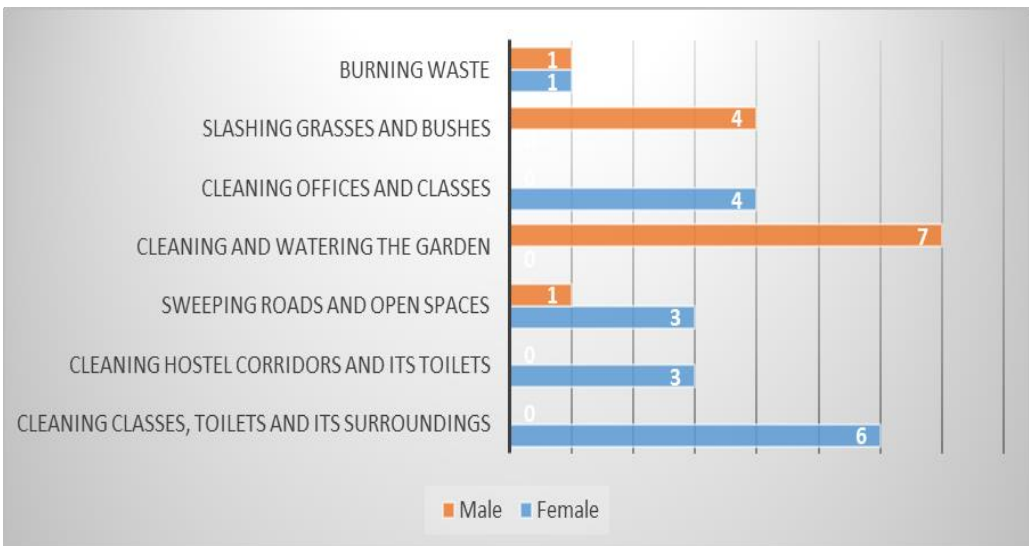


Figure 4: Duties and tasks done by Women and Men Cleaners
Source: Analysis of Field Data (2024)

4.4 Gender-Specific Challenges

Cleaners’ challenges were categorically classified into economic, social, and infrastructural barriers, all deeply gendered yet universally experienced, as indicated in Table 3.

Table 3: Challenges Encountered by Male and Female Cleaners

Challenges		Frequency n=30	Percent (%)
Economic	High cost of essential needs	30	100
	Low salary	30	100
	Delay of salary	30	100
	High fares	30	100
	High price of sanitary equipment	30	100
Social	Abuse of rights	30	100
	Mistrust from students and staffs	30	100
	Disrespect from students	30	100
Other related	Inadequate of modern sanitary equipment	30	100
	Poor infrastructure	30	100

Multiple responses

4.4.1 Economic challenges

All respondents (100%) cited low wages, delayed salaries, high transportation costs, and the expense of essential sanitary supplies. The financial strain forced many to supplement income via informal activities such as car washing or plastic bottle collection, often during working hours, adversely impacting job performance. As a female cleaner shared, *“I bring food from home because the wage isn’t enough, and sometimes I wash bottles to survive”* (Field Interview, 10 September 2024). This financial precocity reflects broader informal wage labor exploitation patterns and limited social protection (World Bank, 2021).

4.4.2 Social challenges

Every respondent reported experiences of disrespect, mistrust, and abuse—primarily from students but occasionally from staff. Women cleaners frequently cited verbal insults: *“It is your job to clean, some students said when I protested sloppiness,”* illustrating pervasive prejudice and class bias. Male cleaners reported being wrongly blamed for theft or perceived as security threats. These social stigmas underscore cleaners’ marginal status and the

imperative for ethical leadership that explicitly combats workplace prejudice and recognizes all roles as dignified.

4.4.3 Infrastructural challenges

All study participants flagged inadequate infrastructure, outdated equipment, broken toilets, poor lighting, insufficient cleaning tools, and non-functional sewage systems as severely hampering their effectiveness and exposing them to health risks. The condition of facilities such as hostel restrooms and lecture hall toilets was described as “*unsanitary*” and “*hazardous*” by both cleaners and management informants (Field Interview, 5 September 2024). Ethically led institutions must prioritize improving physical work environments as part of worker dignity and safety mandates (ILO, 2020).

These findings paint a vivid picture of the essential yet undervalued contributions that male and female cleaners make at MNMA and how this relates to ethical leadership principles. The cleaners’ lived experiences underline training, recognition, and organizational inclusion gaps. Addressing these issues is not just a matter of operational effectiveness, but also of institutional justice in alignment with Nyerere’s vision of servant leadership and labor dignity.

5. Conclusions and Recommendations

5.1 Conclusions

This study focuses on the experiences of male and female cleaners at the Mwalimu Nyerere Memorial Academy (MNMA), highlighting the intersection of gender, labor, and ethical leadership within institutional frameworks. The research reveals a pronounced gender-based division of labor, where women predominantly handle indoor cleaning tasks such as maintaining offices, hostels, and toilets. At the same time, men are assigned outdoor duties like gardening and road maintenance. This division not only mirrors traditional gender roles but also perpetuates structural inequalities within the workforce, underscoring the need for a critical examination of labor practices in such settings.

Economic challenges significantly impact the quality of work and job satisfaction among cleaners. Many reported low and inconsistent wages and high transportation costs, forcing them to seek additional income through activities like washing cars or collecting plastic bottles. The lack of formal employment contracts exacerbates their financial instability, exposing them to exploitative labor conditions. These findings align with existing literature on

informal labor markets in sub-Saharan Africa, where women often face precarious employment situations, highlighting the urgent need for policy interventions to improve their circumstances.

In addition to economic struggles, the study uncovers social challenges faced by cleaners, including a pervasive lack of respect and trust from students and staff. Cleaners frequently encounter stigmatization, verbal abuse, and false accusations, reflecting societal attitudes that devalue cleaning as low-status work. Such social exclusion undermines their dignity and sense of belonging within the academic community. Furthermore, inadequate infrastructure and outdated cleaning tools hinder their ability to meet institutional hygiene standards effectively.

The findings emphasize the absence or insufficient application of ethical leadership principles, such as inclusion and servant leadership, essential for uplifting this critical workforce. Despite their vital role in maintaining a safe learning environment, cleaners remain largely invisible in institutional decision-making processes.

5.2 Recommendations

To address gender-based segregation in labor, the MNMA should implement policies that promote equitable distribution of cleaning responsibilities among all genders. This can be achieved through training programs designed to equip both male and female cleaners with the necessary skills for various indoor and outdoor tasks, thereby challenging and dismantling traditional gender roles.

Furthermore, improving wages and providing benefits is crucial. MNMA should collaborate with contracted cleaning firms to establish fair compensation frameworks that include transportation stipends and meal subsidies. Such measures would enhance the well-being of cleaners and boost their productivity and commitment to the institution's goals.

Formalizing employment agreements is another essential step. All cleaners should receive legal, written contracts that clearly outline their job roles, expectations, benefits, and grievance procedures. This formalization will protect them from exploitation and ensure they have avenues for redress in rights violations.

Additionally, promoting institutional respect and awareness through regular sensitization workshops for students and staff is vital. These workshops should

foster a culture of mutual respect and appreciation for all roles within the institution. Ethical leadership training should focus on empathy, humility, and the shared responsibility of maintaining a clean and safe campus.

Lastly, investing in infrastructure and modern equipment is necessary to enhance the efficiency and safety of cleaning operations. By allocating resources for modern sanitation facilities and ergonomic cleaning tools, MNMA can demonstrate its commitment to cleaner welfare and sustainability.

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