

**Ethical Perspectives and Leadership
Practice in Kindergarten Schools of Saudi Arabia**

Aisha Bakur Fallatah

Associate Professor of Educational

Administration, Faculty of

Education, Umm - Al-Qura

University, Makkah

Saudi Arabia

e-mail : dr-fallatah@hotmail.com

Introduction

There has been much discussion regarding the apparent lack of ethics in leaders in public and private organizations (Robicheau, 2011).

The major concern of this paper is to examine the theory and practice of ethical leadership in Kindergarten Schools in Saudi Arabia.

The paper discusses the importance of ethical values for leaders in educational institutions, especially kindergartens.

It also identifies ethical values that should be practiced by Kindergarten leaders, and the positive outcomes of practicing them.

To achieve the aforementioned objectives, studies on ethical leadership, both local and international, are reviewed. The goal is to identify shared values that enhance ethical leadership among kindergartens leaders. Furthermore, data were collected from various resources to

examine the positive contributions of practicing ethical leadership on the educational outcomes.

The major questions of the paper are:

- 1- What are the major ethical leadership values across cultures?
- 2- What are the major ethical leadership values in kindergarten in Saudi Arabia?
- 3- To what extent will practicing ethical leadership produce positive outcomes in kindergarten schools in Saudi Arabia?

To shed light on the aforementioned questions, the paper is organized into the following sections:

- 1- Definition of ethical leadership.
- 2- Across cultural literature review of ethical leadership.

- 3- Literature review of ethical leadership in kindergarten in Saudi Arabia..
- 4- Positive outcomes of practicing ethical leadership in kindergarten schools.

Definition of Ethical Leadership

- 1- Ethics are defined as a set of moral principles that distinguish what is right from what is wrong (Azmi, 2010)
- 2- Yukl (2006) defined leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objective.
- 3- Ethical leadership is the act of leading with moral purpose. According to (Way,1997), "ethical leadership is one that built on characteristics of trust, respect, honesty, integrity, caring and grace.

Ethical Leadership across culture

King (2008) observed numerous managers across industries and noted eight common ethical values shared by all of them. The eight common ethical values were: "honesty, loyalty, dedication to purpose, social justice, strength of character, humility, patience and

benevolence." He concluded that those common ethical leadership values are ultimately originated from a religious faith or spiritual foundation.

Ethical leadership in kindergarten in Saudi Arabia

Ethical leadership in Saudi Arabia is derived from the Islamic Shari'ah, which provides a more comprehensive system as it incorporates both moral and spiritual dimensions. These leadership ethics are universally applicable and important for the success of any organization. Since Islam is a comprehensive way of life, it treats the most minor and simple to detailed and major issues in various aspects of human life and activities including the leadership of organizations or institutions. The Holy Quran and Sunnah are the most fundamental sources of Islamic shari'ah, and thus are the backbone of ethical leadership in Islam. Generally, Islam emphasizes the following crucial ethics: commanding good and forbidding evil, trust, justice, honesty, consultation, brotherhood, responsibility, Humility, trustworthiness, accountability, and motivation.

Expected outcomes of practicing ethical leadership by leaders of Kindergarten schools

Several studies (i.e. Daniel Horgan, 1999) have shown that practicing ethical leadership by leaders of kindergartens had resulted in achieving some positive social

and ethical behaviors by kindergarten children. For example:

- 1- Practicing courage by kindergarten leaders will result in children gaining the state or quality of mind that enable them to face danger with self - possession, confidence, and resolution.
- 2- Practicing loyalty by kindergarten leaders will result in children achieving a state or quality of being faithful to a person, ideal, or custom.
- 3- Practicing justice by kindergarten leaders will result in children gaining a sense of moral rightness, equity, and fairness.
- 4- Practicing respect by kindergarten leaders will results in children gaining self - esteem, sense of worth, and personal quality.

- 5- Practicing honesty by kindergarten leaders will result in children understanding the quality of being in principles, intentions, and actions.

Conclusion

Ethical leadership is needed everywhere; in public and private organizations, and in educational and non-educational institutions. As Fallan (2001) mentioned, moral purposes are critical to the long-term success of all organizations. Generally, If kindergarten leaders become role models and act ethically, their acts will reflect a positive impact not only on kindergartens, but on the whole society

