ETHICS CHALLENGES IN EDUCATIONAL LEADERS

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ABSTRACT

Leadership for the 21st century is grounded in moral and ethical virtues, but the challenge is to define what exactly moral and ethical virtues are and how they should be measured and implemented. The nature of ethical decision-making by educational leaders as moral agents has become a topic of increased attention in the field of educational administration. The concept of the best interests of students was regularly described as the core or center of ethical decision-making and the heart of educator's work. While there has always been a requirement for ethics in leadership, the last passing years have seen a shift in the paradigm of leadership ethics. In this paper, we express the nature of ethical decision-making, types of ethical challenges.

Keywords: Leadership, Ethical Decision Making, Educational Administration, Ethical Principals, Challenges

INTRODUCTION

Over the years, by Institution leaders have strived to maintain the highest ethical behavior as advocates for student, teachers and parents, and have been committed to providing the highest quality education for students. Their ethical efforts, school leadership and administration have become more daunting challenges for the most talented school leaders, who have become under increased pressure to achieve much higher expectation for improved student academic improvement regardless of circumstances. Ethics is a concept about moral values and rules. The principals' ethical leadership is of great importance regarding the educational organizations. Educational leadership is a term that has to do mainly with the duties and responsibilities of the leadership team in order to improve school management, as well as students' achievement. In order to enhance and improve school leadership, the persons in charge with school administration, comprising the principal, deputy manager, teachers, have to attend effective training, to be provided with updated and useful data that will allow them to identify the strong and weak points in learning and teaching, as well as the auxiliary activities leading to it.

NATURE & STANDARDS IN ETHICS

The nature of ethical decision-making by educational leaders as moral agents is a topic garnering increased attention in the field of educational administration. Leaders are often charged with choosing a certain course of action from alternatives. The Nature of Ethical Decision-making in Institutions, the best interests of students were regularly described as the core or center of ethical decision making and the heart of educators' work. Some of the responses were: "The standard is that we do what is best for students; we always take the high road" and "So long as any decision is made with due regard for the children's benefit, it is ethical." It was evident that the respondents mitigated decisions of best interest by placing the

students at the heart of decision-making, or as one respondent articulated, "We need to see to their needs ahead of our own." Respondents identified an ethical duty and responsibility toward providing students with best possible care and attention including decisions on their behalf. The sense of service prevailed: "Students are our client and we have a responsibility to our students" and that an agreed central purpose of education, best interests, should be "to serve students." Finally, respondents indicated that in their ethical decision processes they had to acknowledge the complexity of educating students and recognize their multi-faceted lives. In addition to promoting the leadership behavioral some standards are defined here:

Setting a widely shared vision for learning an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Developing a school culture and instructional program conducive to student learning and staff professional growth an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Understanding, responding to, and influencing the political, social, legal, and cultural contexts an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

PRINCIPLES OF ETHICAL LEADERSHIP

How the Eight Principles of Ethical Leadership can be effectively applied to the educational environment.

Personal Courage While it seems that the challenges that schools are facing increase by the day, it's still the case that in order to create a positive educational environment, administrators must be willing to stand up against policies that they feel are not helpful for their students, rising against both local, state and national interests as needed. Dissenting opinions are must essentially be expressed, even in the face of the administrator's own superiors.

Public Interest Ahead of Self What is best for students and staff must be placed ahead of the needs of the individual leader. In this case the public interest is understood to be the interest of the school community, and the stakeholders therein. Their opinions and needs should always precede the self-interests of the school leader.

Self-Control, Self Discipline and Integrity All types of leadership essentially include these three traits in order to be considered ethical. Followers in the wider community look to leaders in all capacities, and as such it's necessary for leaders to be a positive role model and force in the lives of the stakeholders. Relationships between leaders and followers should not rely too heavily on trust, but rather should be built on mutual respect and ethical actions.

Task and Employee Centeredness School leaders must create a foundation of success that draws from the strengths of the teachers and staff who interact with students. Successful school leaders focus on both the needs of students and the needs of staff when they make decisions. The key is balancing energy between the current task while also creating unity by building on the varied needs of students and teachers.

Recognizing Talent Ethical leaders recognize the talent of their followers. This means that administrators identify both staff and students who display the qualities of excellence and then go on to recognize and promote those individuals in ways that create goodwill among all of the members of the school community. The other side of recognizing talent is maximizing it – so placing people where they're talents care most useful to everyone. This affords opportunities to both individuals and to the organization as a whole.

Requiring High Ethics from Everyone Administrators need not only concern themselves with their own ethical standards but also with the ethical standards of others in their organization. That includes not only teachers and staff, but extends to students and parents. These standards must be communicated clearly and enforced without exception in order to be effective.

Sensitivity and Understanding This applies to the political, social and economic environment of the stakeholders in the school settings. Sensitivity and understanding are necessary in order to practice equity among members of the school community. One of the most challenging areas of ethical picture, this practice must be implemented through educational as well as institutional policies.

Inclusiveness A sense of belonging is key to gaining trust within an organization, and trust a driving factor in success in any context but most especially within the educational context. Inclusiveness requires that all stakeholders be brought into process of making and implementing decisions. Consideration of and respect for members of the organization has been shown to motivate followers and lift morale, thereby increasing school performance and effectiveness.

CHALLENGES ISSUES IN EDUCATIONAL SYSTEM

Here are many challenges which through we aware the education system with ethics.

The history of the educational development the first challenge inherent in our educational development and the diversified educational background, the wide gap between the poor and rich home, the urban and rural schools, the good and bad schools, the acceptability or practicability of common examination system should be a challenge to the administration of the educational assessment measures.

Equity issues Another challenge is the serious error observed on issues concerning equity. The equity issues are even more profound and challenging than those of construct validity. It is a basic fact that no common education procedures can produce truly just measures until policy makers put in place appropriate national delivery standards for educational resources and support system equitably across states and local government areas.

Testing as a technology Our focus here is on the standard and quality of test designers especially at the Higher education level.

Screening certain group the administration of common educational assessment measures also faces we challenge of using test results to screen out certain groups especially ethnic, racial minorities, poor and rural population in the society, their fair change to receive certain social benefits. This is true when test scores are used mechanically as selection and placement devices in educational and job opportunities. The challenge here is to inquire whether these groups of people have been justifiably or unjustifiably screened out.

Psychological issues Another area of challenge is to see how ability test, may be damaging to children's self-esteem. Poor performance on ability test, in terms of common examination at the national level, evokes extra-anxiety, worry and self-derogation and other psychological hazards and quite often parents are not excluded.

Right of script When an individual stands accused in a court, he/she has the right to face his accuser, hear the evidence against him or her and offer evidence to refute the accusation. In administration of education assessment measurement, candidates do not know how their tests are being interpreted and are vary little aware of how decisions have been arrived at. In a less than perfect reliability of test scores and the human error in handling test results. The secrecy of academic records has brought about considerable harm to the process of administration of education assessment. Secrecy of academic records has brought damage to test self-esteem. This demand is aimed at reducing the severity of die hazards candidates adjudged to be failure do face.

CONCLUSION

Stating the fact that all factors meant to improve all educational plans, all leadership common actions (together with teachers, parents, local community) as part of Institutional, our paper has reached its purpose, that of finding out what nature, standards, and issues factors are essential to successful leadership and how successful leadership may influence student learning. At last, in this paper, we express the nature of ethical decision-making, types of ethical challenges affected by factors and how they overcome through it.

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