



**Ethical Considerations of Arab-Bedouin Principals:
Negotiating Western and Indigenous Decision-Making Values**

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Given that school management operates in multifaceted situations on a daily basis, the significance of values and ethical decision making is paramount. However, while ethical considerations have been examined in western school research, its indigenous and comparative aspects are largely understudied. This question begs, what are the ethical considerations in school leadership decision-making of Bedouins, as compared to their Jewish-Israeli counterparts? Consequently, two studies, using the pre-designed multiple ethical perspectives instrument (EPI) (Eyal et.al. 2011) were developed. Accordingly, dilemmas were presented to participants and respondents were asked to choose between two of the six ethical perspectives: fairness, utilitarianism, care, critique, profession, and community. The first study examined the ethical judgments of Bedouin B.Ed students (N=28) and their perception of the ethical preferences of an imagined normative principal. While the percentage of participants whose dominant ethical preference is care and critique are significantly more prevalent among Bedouin undergraduates, student's viewed utilitarian considerations as dominant among Bedouin principals. The second study compared the ethical judgments of Bedouin (N = 30) and Jews (N = 39) Ed-Admin M.A students. Once again, in this inquiry, utilitarian considerations were comparatively dominant among the Bedouin sample. Findings highlight the significant of utilitarianism for indigenous Arab-Bedouin school leadership. As state appointed principals and community representatives, indigenous school leaders negotiate the tension between the hegemony of western individualistic ideals and their marginalized communal cultures. Thus, we maintain that Bedouin educators turn to utilitarianism as an outlet to manage this tension by gaining institutional legitimacy, while preserving communal acceptance as advocates of social justice.