A proposed Vision for the Leadership of Education Institutions on Gifted Caring in Light of Participative Leadership

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ABSTRACT

The study aims to identify the status of gifted caring in education institutions in the Kingdom of Saudi Arabia (KSA). It also attempts to identify the degree of practice by the two heads of participative leadership from the perspective of supervisors in the management of gifted caring. Thus, the study eventually aims to provide a proposed vision for education institutions of gifted caring in light of participative leadership.

The study adopted the descriptive survey approach together with the descriptive-analytical method. The study sample involved (102) supervisors. The population comprised all male and female supervisors working for the ministry of education in KSA whose number amounted to (206) supervisors in addition to all ministry circulars related to gifted caring and all relevant studies that tackled education institution leadership in light of the precipitative type. The researchers designed a questionnaire of four dimensions which included (31) items. The study's foremost results revealed that the administration leadership status ranked "medium." As for the practice of the two heads of the gifted, caring leadership, it also ranked "medium" for all domains, which are: management duties, authorization, human relations, and finally, media and communication domains.

The researchers also proposed a vision for the leadership of educational institutions for gifted caring in light of participative leadership by designing an integrated model for the issue. The researchers also put down specific steps to be followed in applying the vision. The study concludes with numerous recommendations and suggestions.

Keywords: Dimensions; Education institutions; Gifted caring; participative leadership; Supervisors

INTRODUCTION

Methods of organization management varied. The theories on which such methods were based diversified and developed in line with scientific development and administration tools. Education institutions can not be detached from that development because they are one of the essential domains that greatly interact with changes. The leadership of educational institutions is one of the most influential factors in the regulatory atmosphere of employees and students (Hariri, 2016).

Participative leadership, one of the foremost modern trends in management, proved its efficacy. Several studies, like those of Ajmi (2019) and Murphy (2018), pointed out that leadership raises the institution's excellence, type of school decisions, and teachers' motivation for achievement. As a leadership pattern, participative leadership grants its upholders a high position among subordinates. Tackling the issue of leadership in the giftedness domain revealed inadequacies and ambiguity, which negatively impacted practices and, eventually, educational outcomes. This is what the study of Rawajfeh (2016) came up to. The study of Rawwas and Rawsshdi (2017) also stressed that the general management of giftedness in the ministry should have a resilient plan, with certain standards, for the vocational development project in the domain of giftedness.

From what preceded, one can note that an inadequacy in the domain of giftedness exists and that such a domain is in bad need of a development that copes with its specialty. Moreover, participative leadership with successful skills might contribute to handling that inadequacy.

Statement of the problem

To keep pace with the developments of the age, gifted institutions were propitiously upgraded in the management domains. But this development affected educational administration without considering gifted institutions' specialty. Some scientific studies emphasize the need to propose a vision for gifted, caring institutions to develop the domain of giftedness (Subee, 2020). Sayyed and Yusuf (2014) ascertain that administrative regulation of special education as a whole is defective.

The studies of (Hodges et al., 2021; Hajiri, 2019; and Minqash 2018) revealed the defective aspects of gifted, caring institutions manifested in the need for developing the professionalism of leadership and its affiliates. The studies of Arqabi and Khawaldi (2014) pointed out that the degree of the practice of educational leadership in gifted caring and programs' support ranked "medium", from the teachers' perspective. Thus, studies like those of (Mun et al., 2019; Brigandi et al., 2020) emphasized the need for educational reform in gifted practice and leadership domains.

Participative leadership is a developed model of modern management, as it positively impacts external and internal education institutions. Despite the various application of participative leadership in numerous organizations and institutions in general, it wasn't extensively applied to special and gifted education institutions. The study (Torres et al., 2020) pointed out that participative leadership raises the level of an organization's excellence, school decision-making, teachers' achievement motivation, and self-competence, which help achieve the goals of gifted, caring institutions and raise their productivity and innovation.

Based on what preceded, a statement of the problem of the current study is incorporated in its attempt to suggest a proposed vision for the management of gifted education in light of participative leadership. Therefore, the study attempts to answer the following questions:

Study Questions
1. What is the status of the gifted, caring management in KSA?
2. What is the degree of the practice performed by the two leaders of gifted, caring management regarding participative leadership from the perspective of supervisors of the gifted in the gifted, caring department?
3. What is the proposed vision provided to the leadership of gifted, caring institutions in light of leadership philosophy?

Significance of the study
The significance lies in a set of factors as follows:

Theoretical significance
This can be outlined in the following:
1. It is expected that the current study will conduct more studies to develop the leadership of gifted, caring institutions.
2. According to researchers' knowledge, it is the first study that proposes a vision to run gifted, caring institutions in light of participative leadership.
3. Scarcity of studies that tackle the performance of leaders of gifted, caring institutions.

Application significance
The following reveals this kind of significance:
1. The study upgrades the level of gifted, caring management through a proposed vision that links the participative leadership pattern with gifted, caring institutions.
2. The study helps decision-makers to design training programs addressed to leaders of gifted, caring institutions to develop them.
3. The study findings might help reinforce participative leadership application to employees and leaders, which will positively affect job satisfaction and, eventually, achievement of the institution's educational goals.

Study limitations
The limitations are
1. Human limitations: Male and female supervisors of gifted, caring departments in KSA.
2. Place limitations: The gifted, caring departments are affiliated with their counterparts in the Ministry of Education in KSA.
3. Time limitations: second semester of the academic year 1442 A.H.
4. Subject limitations: A proposed vision presented to educational institutions of the gifted.

Study terminology
- Education institutions: they are the official institutions that prepare a good citizen emotionally, behaviorally, religiously, and professionally (Dasuki, 2021).
- Procedurally, it is defined as the system representing an integrated type that comprises specific interactive social practices to run the learning process.

Gifted students

According to the general management of gifted caring in KSA, the gifted student is distinguished from his peers by having unusual capabilities or outstanding performance in one or more of the important domains for the community, especially the domains of mental excellence, innovative thinking, academic achievement, skills, and special capabilities. Such a kind of student needs special educational care, which the regular curriculum lacks (General management of the gifted (2017, p.2).

Procedurally, the researchers define the gifted as the students who are selected for candidacy after passing the giftedness scale.

Participative leadership

It is the process in which the principal shares the management process with teachers to develop their leadership potential in them and to invest in their capabilities by securing creativity and innovation field for them (Irbid, p.7)

Theoretical framework and previous studies

Theoretical framework

Management axis of education institutions in the domain of giftedness

Development and support for gifted programs are considered the fundamental pillars for the progress of education institutions concerned with gifted caring. The development involves leaders in addition to administrative and educational cadre (Shehri & Minqash, 2018).

The education policy of KSA paid great attention to particular groups for which it constructed caring centers that were coronated in 1420 AH, the Foundation of king Abdul Aziz and his Men for Gifted Caring. It also, in 1421 A.H, established the general manager for gifted caring. These managements are the most important influential factors in gifted programs (Ramadan & Abu Naser, 2020).

Due to the significance and complexity of gifted, caring programs, interest in qualifying leadership became a priority for those concerned with this group.

Giftedness concept

Talking about this term necessitates having a comprehensive knowledge of what it means, which helps adopt a promising methodology to deal with it and its connotations appropriately.

Skuprjak (2019) indicated that giftedness is a multi-layer complicated structure for which many. Were coined, which produced different concepts. For example, extraordinary, giftedness, skillfulness, and creativity led to various definitions. On the other hand, (Racki, 2018) pointed out that the term giftedness is used to describe a life–long structure that involves creativity, knowledge, skills, situations, and interests. Due to family, educational and social conditions invested to achieve excellence, it is difficult to define the concept of giftedness.

Gifted students can also be defined as those who disclose high levels of competence (considered exceptional capability in thinking and learning) or competence of performance (3% or less among the highest) in one domain or more. This includes domains like math, music, language, or other emotional motor skills like drawing, dance, and sports (NAGC, 2019).

Management of gifted education institutions

This type of management is complicated as it is impacted by various frameworks that cope with the targeted group and its increasing needs. Such a thing requires special competence from those in charge of the education process, specifically from the leadership that runs such institutions.

One of the basic principles of the success of educational institutions is having an institutional and environmental atmosphere for work (Shein, 2004). This also positively influences gifted students and the whole educational process (Blak, 2010).

Axis of participative leadership

Participative leadership is one of the modern types of trends of institutional leadership. Muhrej (2017) pointed out that subordinates take part in all the work steps leaders take. Suleiman (2018) confirmed that it is a regulatory process through which an organization's objectives can be integrated.

Concept of participative leadership

There are several definitions for the concept of participative leadership. For example, Ghamdi (2014) defines it as a leadership step that engages teaching staff, the local community, and those in charge of public and private sectors in all dimensions of school leadership to benefit from their experience and potential. Nourthhous (2007) defines it as a modern method aiming to achieve partnership and communication between leaders and their

subordinates to raise motivation levels, eventually making them shoulder the responsibility to achieve organizational objectives.

Importance of participative leadership
Rhee & Sigler (2015) confirmed that the significance of this kind of leadership of educational institutions lies in decentralized decision-making in a decentralized manner, and in consolidating self-activity, sharing institution decisions, developing dialogue methods creating harmony among all levels of individuals in the work environment. It also distributes work in a promising way that ensures the quality of the institution's outcome.

LITERATURE REVIEW
This part of the study sheds light on the foremost relevant Arabic and foreign studies chronologically arranged in descending order.

The study of Kharosieh (2021) tackled the issue of participative leadership and its impact on teachers' performance in the governorate of Muscat, Oman. The study came up with a set of findings, the foremost of which is that school principals' leadership practice was "medium" with statistical significance at the function level (0.05), which might be attributed to gender variables and years of experience from the perspective of teachers. The performance level of private school teachers in the same governorate was also "medium". The findings also revealed a direct correlation between school principals' practice of participative leadership and that of teachers in all domains, excluding human relations and teachers' performance.

The study (Mutiu & Calvin, 2020) aimed to detect the impact of the participative leadership method on employees' commitment. The findings unveiled that participative leadership was "high" and affected the organization's culture and employees' commitment. They also revealed that organizational culture didn't amend the relationship between the leadership and employees' commitment.

The study (Torres et al., 2020) attempted to identify the shard impact on education leadership and decision-making at the school level in Denver County, U.S.A. The study found that leadership vision was "high" in general, and there were differences in leadership practice in schools, but the result of some creative schools was higher than others. Some education organizations ranked "high", but the practice of participative leadership was "low", and the shared decision-making was lower than that of some creative schools. The study concluded that participative leadership at independent schools was also "high".

The study of Ajami (2019), aimed to determine the practice of participative leadership by school principals in the Sharoura governorate (KSA) and its relation to teachers' achievement. The study concluded that the governorate's degree of public school principals was "high". It also unveiled that there were no differences with statistical significance regarding principals' practice that might be attributed to gender academic qualification and years of experience variables. There were also no differences with statistical significance in teachers' achievement motivation levels attributed to gender, academic qualification, and years of experience variables. The study revealed, as well, that there is a correlative relation of public-school statistical significance between principals' practice of leadership and teachers' achievement motivation.

The study of (Murphy, D.R.2018), aimed at perceiving roles and responsibilities of area leaders sharing in decision-making through adopting participative leadership in special education and involving principals supervising successful comprehensive schools in the American Midwest. The results revealed that education heads practice leadership at a "high" level besides comprehensive teaching, with dominating subjects: culture, cooperation, a limited number of employees, purposeful merging, caring for individual needs, acceptance, diversity, respect, and students' learning.

The study of Darwish (2018) attempted to measure the degree of the practice of female principals of secondary schools in Kharj governorate (KSA) and its relation to decision-making from their perspective. The study's initial results showed a correlative relationship between the female degree of the practice of participative leadership and its relation to decision-making from their viewpoint. Still, there were no statistically significant differences between study sample members' attitudes regarding the practice of female principals that might be attributed to academic qualification, specialization, and years of experience variables.

The study of Dawwas (2015) examined the status of participative leadership practice by female principals in the Saudi Ministry of Education. The study recommended plans and mechanisms for leadership application, consolidating positive human relations, and developing organizational guides for education departments to assist in applying participative leadership. The foremost result of the "medium" degree those principals gained was the study's foremost result.

Study procedures
Study methodology
In answering the first and third questions of the study, the descriptive analytical approach, which is the most appropriate for the nature of the questions, was used, benefiting from books and previous studies through analysis.

The second question, used the descriptive survey approach. According to Assaf (2016), it is the type through which all society members, or the majority of them, can be interrogated to describe the nature of any studied phenomenon.

Study population
The population comprised all supervisors of the gifted, caring departments of the ministry of education in KSA, which amounted to (206) individuals, in addition to all ministry publications and the studies concerned with the issue of participative leadership.

Study sample
The sample involved two types:
1- Exploratory sample
   The researchers applied the study tool to an exploratory randomly collected sample, extraneous to the original one. It comprised (20) supervisors from education departments in KSA to verify the validity of the study tool.
2- Original sample
   This sample was randomly selected from male and female supervisors of gifted, caring departments in the KSA ministry of education. Steven Thompson's formula was used to compute the sample. The number required for the sample is (31) supervisors. The sample size of the current study comprised (102) supervisors selected from education departments of most areas of KSA.

Questionnaire (designed by the researchers)
The researchers designed a questionnaire that suits the study to measure the practice degree of the two heads of gifted, caring departments for participative leadership from the perspective of supervisors of those departments.
The questionnaire comprised (31) items distributed to four dimensions: management duties, authorization, human relations, media, and communication. Each dimension covered several items as follows: management (8) items, authorization (8), human relations (7), and finally, media and communication (8). The five-point Likert scale was used.

Procedures for building the tool
They are as follows:
First, the theoretical framework and the different attitudes provided by experts on the issue were reviewed.
 The questionnaire was designed to cope with the Saudi community. Second, previous studies relevant to the issue were also reviewed. The studies were those of Khroseh (2021), Darwish (2018), and Ajami (2019).
 Third, the researchers specified the four dimensions stated previously.
Fourth, the tool was presented to a group of six specialists in the field for their comments and modifications, which were taken into consideration.
Fifth, the validity and reliability of the tool were verified by applying them to an exploratory sample.

Internal consistency validity of participative leadership scale of leadership domains about gifted education departments
To verify the validity of the internal consistency, the Pearson coefficient scale was used to measure the relation between every item and the total grade of its dimension, in addition to the relation between every dimension and the total grade of the questionnaire. The results are presented in table (1) as follows:

Table 1: Correlation coefficient of each dimension to its total degree

Dimension	Item	Correlation coefficient	Item	Correlation coefficient
Management duties	1	0.442**	5	0.804**
	2	0.699**	6	0.827**
	3	0.711**	7	0.580**
	4	0.702**	8	0.637**
Authorization	9	0.726**	13	0.738**
	10	0.691**	14	0.815**
	11	0.662**	15	0.686**
	12	0.838**	16	0.660**
Human relations	17	0.646**	21	0.833**
	18	0.878**	22	0.741**
	19	0.792**	23	0.843**
	20	0.895**		

	24	0.628**	28	0.780**
Media and communication	25	0.662**	29	0.740**
	26	0.771**	30	0.843**
	27	0.764**	31	0.495**

** Functional at (0.01)

Table (1) Shows that all correlation coefficients for each item and its dimension were positive and statistically functional at (0.01) level.

Table 2: Correlation coefficient of each dimension with the total degree of the questionnaire

Dimension	Correlation coefficient
Management duties	0.878**
Authorization	0.908**
Human relations	0.879**
Media and communication	0.894**

** Function at (0.01) level

Table (2) shows that all correlation coefficients for each item and dimension were positive and statistically functional at (0.01).

Reliability of participative leadership scale in the domain of gifted caring departments.
To verify the validity of the questionnaire, the Cronbach Alpha coefficient for the questionnaire was computed. The results were as follows:

Table 3: Reliability coefficient values for questionnaire dimensions

Dimension	Value of Cronbach alpha coefficient
Management duties	0.832
Authorization	0.870
Human relations	0.909
Media and communication	0.856
Total Questionnaire	0.953

Table (3) shows the value of Cronbach alpha coefficients for questionnaire dimensions. Such values are high, which reveals that the questionnaire's reliability is also high.

Methods of SPSS processing
To achieve the objectives of the study, SPSS was used for data analysis, and the results disclosed are as follows:
- Arithmetic means and standard deviations were used to identify the responses of sample members to every item.
- The Pearson correlation coefficient was also used to verify the reliability of the internal consistency of the questionnaire.
- Cronbach's Alpha coefficient was also used to verify questionnaire validity.

Discussion of study results
In answering the first question: "what is the status of the gifted…?" the Saudi ministry of education and departments of gifted caring were surveyed. It was found that some regulations and laws could help school principals, management officials, or people in charge of the programs to perform their duties (Document of education policy, 1416 A.H).
Duties and responsibilities of the general management of organization development were specified in the guide of (1440 A.H) which divided responsibilities. The Saudi management for gifted caring put an integrated vision incorporating viable success factors and posted it on its website.
With regard to the regulatory part, the guide put down a structure for the organization to secure institutional regulations. The study of (Miller, 2012) emphasized the need for such structures to facilitate financing, support, and constant follow-up of programs. The latest version of the organizational and procedural guide (1438 A.H), still in force now, included comprehensive details regarding acceptance, programs, and the role of every male and female supervisor (General management of the gifted, 1438)
The (1439 A.H) version of the guide included the vision, message, aims, duties, structure specifications, programs' standards and controls, program mechanisms, identifying the gifted, etc. (Callahan et. at., 2017), emphasizing the importance of extant renewable regulatory guides. Despite all these, no self-evaluation

evidence was found about departments of gifted centers, although such things of self-evaluation are found in general education provided to students.

Through surfing websites of gifted caring managements, the researchers didn't find a modern statistical database on gifted students, which helps determine the numbers of talented students, schools, programs, and fields of interest. Baloshie's study (2018) emphasized that there should be a database on gifted students.

From what preceded, it is apparent that there are standards for teachers of gifted students, but that wasn't incorporated in the evidence of gifted, caring programs which should care for leadership of schools and gifted, caring institutions. Arqabi & Khawaldi's (2014) study indicated that the degree of leadership practice in gifted caring and program support ranked "medium" from teachers' perspective. Still, Ruweili (2018), Shehri & Minqash also indicated that there wasn't any qualification that could satisfy leadership and teachers in caring programs of the gifted, besides lack of material support for programs, lack of awareness in school leadership and management cadres regarding gifted students' needs.

In answering the first question, it was clear that the status of leadership practice was "medium". Such a result agrees with Shaalan (2010), who revealed certain positive aspects of regulatory and procedural evidence, including management structure, detailed standards, specified vision, message, and objectives. The leadership practice was also "medium". As for weaknesses, they were manifested in defective evaluation, transparency, non-constant upgrading of regulations and websites, and incompetent leadership. This agrees with the results of (Hajiri, 2019; Arqabi & Khawldi, 2014).

The researchers believe that the "medium" performance rank can never reflect political or educational aspirations and never meet the leadership requirements of gifted caring. This means that the leaders of gifted, caring institutions need more progress to attain satisfaction.

In answering the second question: "what is the degree of the practice performed…?" arithmetic means and standard deviations of sample members' responses regarding the practice of participative leadership were computed. The results are presented in table (4).

Table 4: Means and deviations of sample members' responses pertaining to participative leadership by heads of gifted, caring departments.

Dimension	Mean	Deviation	Degree of practice	Rank
Management duties	3.99	0.587	Medium	3
Authorization	3.99	0.625	Medium	3
Human relations	4.04	0.738	Medium	2
Media and communication	4.08	0.519	Medium	1
Participative leadership - total	4.02	0.546	Medium	

Table (4) shows that all dimensions of participative leadership of practice got "medium". The media and communication dimension got the highest mean (4.08), followed by human relations with a (4.04) mean; management duties and authorization ranked "medium" with a (3.99) mean for each.

The following gradation was used with regard to the responses of sample members pertaining to the degree of practice as presented in table (5). The table also shows that the total dimension got (4.02) mean and "medium" degree for practice. This reveals that the practice of the two heads, from the perspective of supervisors of the gifted, was "medium".

Table 5: Arithmetic mean and degree of practice

Mean	Degree of practice
4.6 and above	Very high
4.2 - Less than 4.6	High
3.8 – Less than 4.2	Medium
3.8 – Less than 3.4	Little
Less than 3.4	Very little

The following is a detailed presentation about the two heads' degrees of practicing of participative leadership from the perspective of supervisors of the gifted, caring departments.

Management duties dimension

To elaborate on this issue, means and deviations of sample members' responses pertaining to practice of participative leadership by the two heads of gifted caring leadership were calculated as shown in table (6).

Table 6: Means and deviations of sample member responses pertaining to the practice of participative leadership by heads of gifted caring departments

No.	Item	Mean	Deviation	Degree of practice	Rank
8	Manager of the gifted department shares with supervisors in establishing controls for the nomination of gifted teachers.	4.12	0.913	Medium	1
4	The manager of the department of the gifted involves supervisors in the special process of planning programs for centers and caring departments of the gifted.	4.10	0.798	Medium	2
7	The manager of the department of the gifted involves supervisors to accomplish management duties.	4.08	0.734	Medium	3
6	The manager involves the supervisors in specifying the objectives of the gifted department.	4.04	0.816	Medium	4
1	The manager involves the supervisors in decision-making about the gifted department.	3.98	0.724	Medium	5
3	The manager of the gifted department involves supervisors in forming several committees.	3.98	0.841	Medium	6
2	The manager determines the time schedule for meetings in consultation with supervisors.	3.84	1.022	Medium	7
5	The manager shares with the specialist supervisor in preparing the annual budget in coordination with relevant authorities.	3.74	1.021	Few	8
	General Average	3.99	0.587	Medium	

Table (6) shows that the means of sample members' responses regarding gifted caring of participative leadership ranged between (3.74-4.12) with a practice of "medium" rank for all except for item (5), which ranked "little", item (8) above ranked top high with a mean (4.12).

The researchers attribute such a result to a lack of awareness of departments' managers about how important it is to involve supervisors in the nomination of a gifted teacher who is in direct contact with students.

Item (5) above got a rank of "less than medium" with a mean (of 3.74). The researchers also attribute that to the lack of training and qualifying of heads of gifted, caring institutions with regard to partnership with employees in general.

Items in general ranked "medium" with a mean (3.99), and a "medium" degree for practice which reflects supervisors' perspective regarding the practice of participative leadership by the two heads of gifted caring.

The researchers attribute this to the possibility of internal conflict or lack of awareness of partnership significance and its positive outcome. Such a result agrees with those of (Kreisieh, 2021) but disagrees with that of (Ajmi, 2019; Olga and Pounder, 2018 & Georgios, 2013) found that the manager considers himself to be the most effective factor in management duties other than decision-makers.

Authorization dimension
Arithmetic means and standard deviations were computed to answer the question related to this dimension. The results are presented in table (7).

Table 7: Means and deviations of sample members' responses pertaining to the practice of authorization of heads of gifted caring

No.	Item	Mean	Deviation	Degree of practice	Rank
14	The manager of the gifted department authorizes supervisors to specify the training and qualification needs of gifted teachers.	4.11	0.815	Medium	1
16	The manager of the gifted department authorizes supervisors to prepare evaluation plans for programs for the gifted.	4.10	0.798	Medium	2
9	The manager authorizes supervisors to follow up work progress of gifted department committees.	4.06	0.874	Medium	3
12	The manager allows supervisors to submit modern ideas and suggestions.	4.03	0.870	Medium	4
10	The manager authorizes his deputy to make decisions in case of absence.	3.98	0.841	Medium	5
13	The manager delegates adequate authority to supervisors to enable them to make decisions necessary for workflow.	3.90	0.772	Medium	6
11	The manager authorizes one of the supervisors to prepare management supplies and technical needs.	3.88	0.946	Medium	7
15	The manager authorizes supervisors to prepare technical and management supplies.	3.85	0.978	Medium	8
	General Average	3.99	0.625	Medium	

Table (7) shows that the arithmetic means of sample members' responses regarding the issue of authorization ranged between (3.85-4.11), with a "medium" grade for all. Item (14) ranked the highest with a mean (of 4.11). The researchers attribute that to the confidence of managers in supervisors, particularly in the domain of teachers' concern which ranked "medium", while item (15) got the lowest mean (3.85). The researchers attribute that to the lack of encouragement gifted management gives to all domains of participative leadership.

The table also reveals that the overall mean of items was (3.99) with a "medium" degree of the practice of authorization which proves that heads' practice of authorization from supervisors' perspective was "medium". This agrees with the study results of (Taqla, 2019 and Khroseh, 2021), but contrasts with those (of Ruweithi, 2018 and (Torres, et. al., 2020) who pointed out that authorization degree of practice was "high". The researchers attribute such a result to self-centralization or organizational traditions that impede the switch to participative leadership lest it fails.

Human relations dimension

To elaborate on this domain, means and deviations of sample members' responses regarding the practice of this issue were computed as demonstrated in table (8).

Table 8: Means and standard deviations of sample members' responses regarding the practice of heads pertaining to human relations

No.	Item	Mean	Deviation	Degree of practice	Rank
17	The manager of the gifted department gives opportunities to supervisors to express and discuss their opinions in and outside meetings.	4.19	0.748	Medium	1
18	The manager secures a correlation atmosphere between supervisors in the department.	4.16	0.873	Medium	2
21	The manager creates an atmosphere of familiarity among supervisors to	4.03	0.846	Medium	3

No.	Item	Mean	Deviation	Degree of practice	Rank
	encourage creativity.				
22	The manager is keen on social contact with supervisors on their special occasions.	3.99	0.937	Medium	4
19	The manager deals with the local community with transparency and clarity.	3.98	0.995	Medium	5
23	The manager helps implement supervisors' plans through direct support and by facilitating challenges that impede application.	3.98	0.995	Medium	6
20	The manager constantly protects confidence bridges with teachers of gifted centers.	3.94	0.993	Medium	7
	General Average	4.04	0.738	Medium	

Table (8) shows that the means of sample members' responses regarding human relations practiced by the two heads of gifted, caring departments range between (3.94-4.19) with a "medium" rank for all of them. Item (17) got the highest "medium" with (4.19) means. The researchers attribute this to the periodic meetings the manager holds for supervisors to exchange information about work which was not sufficient to a great extent.

Item (20) got the lowest medium (3.94). The researchers attribute such a result to the infrequent communication between gifted departments and teachers of the gifted, due to the link between them talent supervisors.

The table also unveils that the overall mean of items ranked "medium" with a "medium" practice. Such a thing reveals that the practice of the two heads from the perspective of the supervisors was "medium".

In general, the researchers attribute the "medium" result of human relation practice to personal impediments that make people in charge of gifted caring deny the positive repercussions of human relations due to the autocratic leadership they adopt. Such a result agrees with that of (Harthi, 2020) but contrasts with that of (Mutiu & Calvin, 2020).

Media and communication dimension
To elaborate on this dimension, means and variations of sample members' responses were calculated, and the results are presented in table (9).

Table 9: Arithmetic means and deviations for sample members' responses about heads' practice of media and communication

No.	Item	Mean	Deviation	Degree of practice	Rank
24	The manager of the gifted department together with supervisors make field visits to schools and centers to monitor gifted programs.	4.21	0.656	Large	1
21	The manager takes a procedure to reinforce experience exchange and teamwork among supervisors.	4.18	0.609	Medium	2
25	The manager solves the problems supervisors encounter with gifted programs by prioritizing them.	4.17	0.682	Medium	3
29	The manager communicates and coordinates with competent authorities in and outside the ministry of education.	4.12	0.624	Medium	4
28	The manager shares with supervisors by giving model lessons and educational lectures on gifted caring.	4.07	0.820	Medium	5
30	The manager contacts and coordinates with foreign authorities to develop and qualify supervisors professionally.	4.05	0.857	Medium	6
26	The manager encourages supervisors to submit proposals relevant to communication systems.	3.99	0.772	Medium	7
31	The manager deals with supervisors with transparency and clarity pertaining to the	3.81	0.813	Medium	8

duties of gifted management.				
General Average	4.08	0.519	Medium	

Table (9) reveals that the arithmetic means of sample members' responses regarding the dimension of media and communication ranged between (3.81- 4.21). Item (24) got the highest "medium" rank with a mean of (4.21) and a high degree of practice. The researchers attribute this result to the confidence managers have in supervisors regarding direct contact with gifted school teachers who are constantly in touch with them.

Item (31) got the lowest arithmetic mean with a value of (3.81). The rest of the items got a "medium" rank for practice. The researchers attribute this result to a lack of awareness by managers of education departments concerning the importance of providing data and general and private information to upgrade the feeling of belonging and creativity.

The table also shows that general, overall items got (4.08) mean and a "medium" rank of practice. The researchers attribute this result to the indifference of others to the impact of social media on employees and its effect on the productive atmosphere of the work environment.

The researchers, in general, confirm that the medium practice of media and communication dimension is caused by institutional regulatory impediments, in addition to managers' indifference to gifted caring. Such results agree with those of (Ghamdi, 2014; Namrouti, 2017 & Dawwas, 2018), but they contrast with studies of (Saleebi, 2015; Nurphey, 2018 & Moshite, 2013): the first two found that communication skills ranked high, while the last one indicated that they were low.

The following particulars answer the third question posed by the study regarding the proposed vision by highlighting its constituents.

Proposed vision
The researchers attempt to put down a proposed vision of the leadership of educational institutions with regard to gifted students in light of participative leadership. The proposal is designed in a way for easy application. The vision rests on certain principles, application needs, steps, and elements which the researchers outline the foremost of them as follows:

First, premises of the proposed vision: The foremost justifications for this vision of participative leadership philosophy are outlined in the following:
1- Its significance
2- Needs of education institutions for programs related to gifted students caring.
3- Scarcity of research in the field of education institution leadership on gifted caring.

Second, the significance of the vision:
The significance lies in the following:
1- It is addressed to education institutions of the gifted, which lack relevant programs.
2- Absence of a proposed vision, to the knowledge of the researchers.
3- Possibility of step-by-step application of the proposal.

Third, the objectives of the vision:
The objectives aim to achieve the following:
1- Develop performance of leadership concerned with gifted students caring.
2- Develop a methodology that can be easily and propitiously applied.
3- Improve the management process to serve the gifted themselves by refining their talents.

Fourth, pillars of the proposed vision:
The most important pillars of participative leadership philosophy are:
1- The constant development of both individuals and institutions.
2- Scientific build-up
3- Performance sharing
4- Activating quality systems
5- Societal and formal support for the vision

Fifth, constituents of the vision:
These might be outlined in the following:
1- **Vision**: highly competent management with a high level of participative leadership.
2- **Message**: provide participative leadership open to the inside and the outside to develop the performance of the institution and its employees.
3- **Strategic values:**
These are:
- Justice
- Honesty
- Providing opportunities
- Service

- Partnership

4- Organization structure, roles, and responsibilities
The structure comprises:
- Development expert to ensure improving structure of the participative leadership.
- Institution head who shoulders responsibility for work distribution and follow-up.
- Preparation team that prepares for switching the institution to participative leadership.
- The entire planning and implementation team comprises representatives from the institution and external community.
- Community liaison officer who establishes a link between institution and community.

5- Proposed vision application requirements
These can be outlined in the following:
- Using SWOT analysis to detect strengths and weaknesses to build up a well-established structure.
- Establishing certain systems to meet all technical and organizational needs of the institution.
- Designing a complete layout for the whole plan to allow performance partnership.
- Training individuals to secure achieving the highest levels of participative leadership.
- Activating the expert's role to secure the correct development for the institution.

6- Parts of the proposed vision:
This consists of the following:
A. Pillars of participative leadership
B. Stages of leadership
C. System coordinator
D. Influences
E. Standards

A- Pillars of participative leadership:
These comprise:
- Managerial
- Intellectual dimension
- Competence dimension
- Application dimension

* Administrative and regulatory:
It comprises five dimensions which are:
- Planning dimension
- Regulation dimension
- Guidance dimension
- Follow-up dimension

Specialty:
This includes talent domains

Educational:
This includes:
- Education cadre
- Students
- Curricula
- Regulatory bylaws
- Guidance.

Social and cultural:
This comprises
- Community Philosophy
- Community economic status
- Community ambiance

B-Stages of participative leadership
It comprises five:
- Analysis stage
- Planning and construction stage
- Selection, development, guidance, and partnership stages
- Implementation stage
- Self-evaluation and stage of 360

C- System exporter:
It includes five dimensions:

- Inputs
- Processes
- Outcomes
- System ambiance
- Feedback

D- **Influencers:**

This includes:

- Input influencers (education policies)
- Processes influencers (constant development, expertise influence, and process quality).

E- **Standards;**

These include the standards of accuracy, comprehensiveness, expediency, and feasibility- demonstrated through:

- Leadership and management competencies.
- Implementation of programs for the gifted.
- Raising the productivity of educational institutions.
- Levels of internal and external satisfaction.

F- **Mechanism of proposed vision application**

The application passes through six stages which are:

A- **Preparatory stage**

At this stage, a workforce team is formed to apply participative leadership to the institution. The foremost steps here are:

- Define the major planning tram to include the head, expert, and first work team (not less than 5)
- Initiate an awareness campaign on the importance of participative leadership to internal and external communities.

B- **Analysis stage**

At this stage, the reality is analyzed through a set of works as follows:

- Using SWOT analysis to identify points of strength and weakness.
- Collecting data and information from local and external communities of the intuitions.

C- **Planning and construction stage.**

This included planning roles, enacting laws, and defining groups. Its foremost duty is:

- Qualifying the major team, including the head for participative, with the aid of an expert.
- Defining the general and operating plans clearly highlighting roles.
- Enacting regulations that illustrate costs and needs' requirements.

D- **The stage of selection, development, guidance, and partnership**

At this stage, the responsibilities of individuals are accurately determined. The foremost steps at this stage are:

- Divide internal and external community members into groups propitious to their role in the proposed vision.
- Qualify sub-groups for participative leadership.

E- **Implementation stage**

At this stage, the plan is implemented according to the pre-set plans outlined as follows:

- To meet with all to distribute roles and open up opportunities for queries.
- To gradually start practice.
- To gradually broaden base roles
- To periodically submit reports on what was implemented.
- To discuss such reports to ensure concordance of work with targets.

F- **Evaluation stage**

At this stage, self-evaluation and evaluation of 360 are considered. The following are the steps taken.

- Pre-evaluation to detect readiness for performance and application.
- Constant evaluation throughout the performance
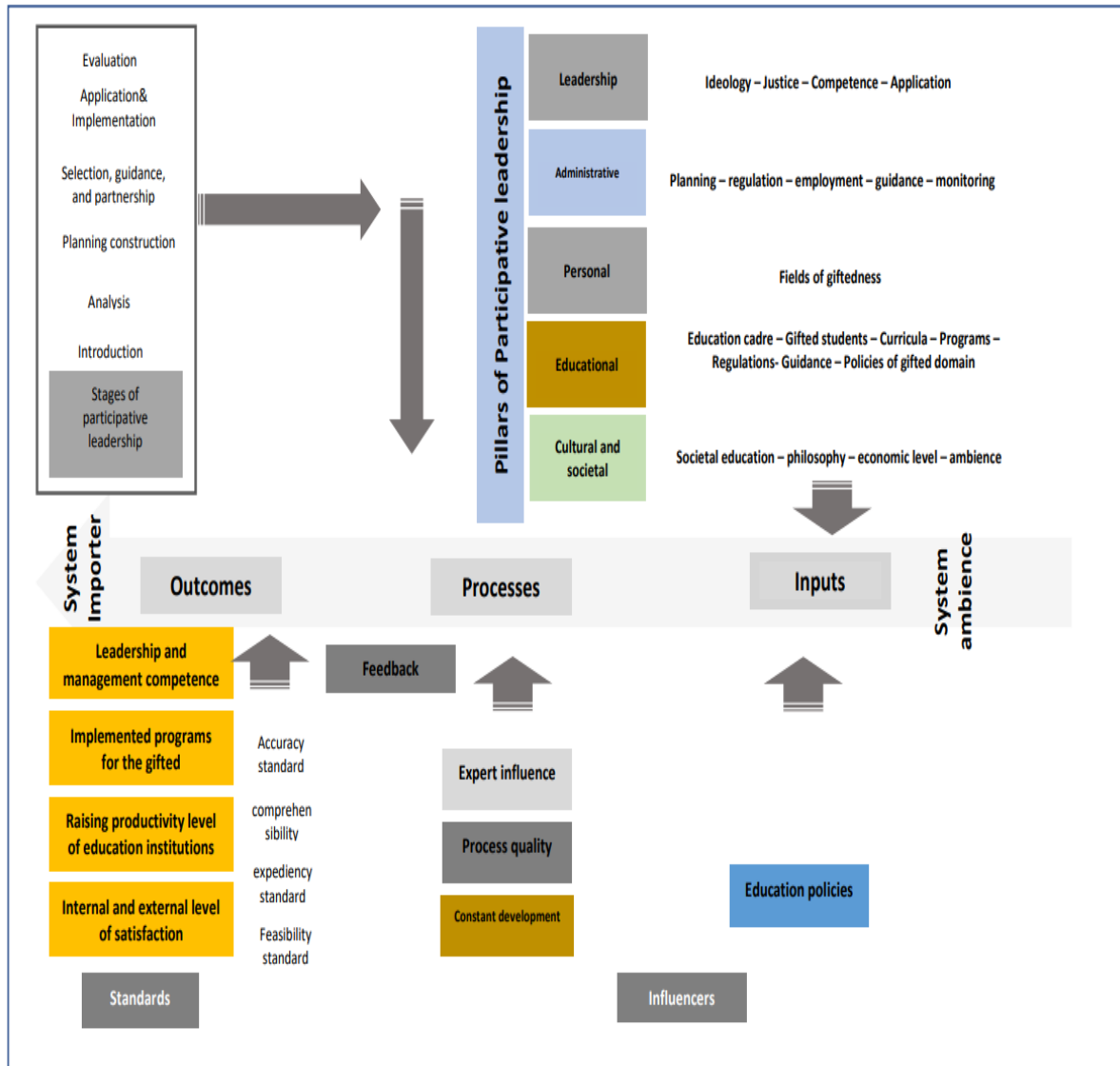- Final evaluation for works done by leadership, expert, and beneficiaries.

Figure 1: Sums up the whole issue of the proposed vision for the leadership of educational institutions for gifted- students Carin

RECOMMENDATIONS

The researchers would like to recommend the following:

- To develop procedural education policies relevant to gifted students at all levels.
- To design programs special for gifted-caring institutions to be self-independent.
- To attract competent leadership by providing incentives to develop such institutions.
- To qualify leadership and individuals through training programs that comply with an operational, strategic plan.
- Provide such institutions with more financial support to enable them to play their role propitiously.
- To hold conferences on the performance of gifted-caring leaders to benefit from world experiences and modern research findings.
- To conduct studies that tackle methods of developing gifted-caring institutions at all levels.

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