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## The Reality Of Strategic Planning In The Field Of Gifted Care In Public Education In The Kingdom Of Saudi Arabia

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### Abstract:

This study aims to identify the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia, the current study relied on the descriptive analytical approach for its suitability to the nature of the study, a questionnaire was used to collect data from the study sample where the study tool contained 40 items measuring the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia divided into four main axes, the study sample was chosen in a simple random way for the study population, where the study sample was 200 supervisors, director of administration and a department at higher levels In the General Administration for Gifted Care in the Ministry of Education in the Kingdom of Saudi Arabia. The results of the study showed the following first: There are statistically significant differences in the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care at the Ministry of Education due to the study variables (gender of the respondent, qualification, number of years of experience), came in favor of educational specialization and diploma category, and the study came out with some recommendations, the most important of which are: Forming a specialized committee to follow up the implementation of the strategy emanating from the Education Evaluation Commission, and working on developing intensive training programs on strategic planning, follow-up and evaluation mechanisms based on specialists targeting all employees in the General Administration for Gifted Care and its departments.

**Keywords:** Strategic Planning; Gifted Care and Public Education.

### 1. Introduction

In light of the current national transformation in the Kingdom of Saudi Arabia, we are in dire need of investing human capital, especially those who have unique talents and superior capabilities - as elements of national power - to achieve visions and achieve national distinction among nations at all levels and to invest the distinguished human energies will only be provided by providing integrated and comprehensive educational

services that would meet all the requirements of gifted students and work to refine their capabilities and raise them to the highest possible level.

That educational services will not reach the required quality and achieve the desired goals without strategic action represented in a comprehensive and sound strategic planning in which all efforts converge on one path towards unified aspirations. Therefore, the study came to shed light on the reality of strategic planning for gifted care in order to identify the reality of planning gifted care services in public education in Saudi Arabia in order to identify all its aspects, enhance the strengths and address the deficiencies. (Al Zahir, 2009).

Strategic planning has become an urgent necessity to meet the requirements of a sound administrative process in educational institutions, in addition to being one of the most important means of future development, as it is the vital factor in the success of a business and the attainment of objectives. Although strategic planning is one of the relatively modern management concepts, the Arab Library needs more studies on strategic planning and its current status, and to shed light on the aspects that need development in management practices in this field (Ibrahim, 2016).

Many researchers and specialists emphasized the need for more field study efforts for strategic planning, and many field studies indicated this. (Al-Ashqar, 2006) and (Hambricht, 2012) emphasized the importance of increasing study efforts in Attempting to reach a better and deeper understanding of the reality of strategic planning. Also (Al-Dmour, 2011) pointed out "the need to pay attention to the feedback system in the public sector and to create an effective information system that serves strategic planning." The study in (Nazzal, 2016) confirmed that the lack of centers specialized in educational planning study and the lack of basic data and statistics for planning in education are among the most important obstacles to developing strategic planning in education.

Strategic planning in the field of education, especially in the field of gifted care, needs a clear and continuous approach, an effective continuous approach to thinking, and a good understanding of all dimensions of strategic planning, as Al-Karkhi (2009) indicates, that the number of gifted children and youth officially classified in the Kingdom of Saudi Arabia has increased significantly recently, as their number has reached more than a million and a half (1531019) talented and gifted people, according to the Education and Training Survey (General Authority for Statistics, 2017), in contrast, caring for the gifted academically, in particular, has begun to receive more attention from the government, responsible authorities, parents, students and the general public as well. (Ibrahim, 2014).

## **Study problem**

Despite the increasing interest in strategic planning in educational circles, it is still exposed to types of ambiguity and confusion between its concepts, mechanisms, and elements, and other types of planning such as long-term planning, as well as between it and other management functions such as organization and coordination. There is also confusion between the concept of comprehensive strategic planning and the concept of vision, mission, and goals, which are part of the components of strategic planning and are not fully representative. The researchers also noticed through their fieldwork that there are gaps

between the strategic plans of many educational institutions and the work of these institutions in reality, and this gap between the plan and implementation may be a result of the omission of several strategic planning stages and its components, because the planners did not receive adequate training and knowledge and the required experience to complete the strategic planning tasks correctly, resulting in some confusion and detachment from reality and a defect in the actual implementation of the strategic plan.

The researchers looked at the studies that sought to diagnose the reality of the administrative work for the gifted care, including the study (Al-Thubaiti, 1425), the study (Al-Lemon, 2014), and the study (Abu Mustafa, 2019) that dealt with the administrative aspect of managing gifted care centers from the point of view of those in charge of them, as it reached many administrative problems and obstacles that afflict the gifted care centers, the most prominent of which is the lack of a clear vision of the plans and programs for the gifted, as well as the absence of task descriptions and the disparity of the experiences of the employees in these centers. The study in (Kasnawi, 1427) also found that there is a deficiency in coordination and integration between institutions of higher education and public education concerning sponsoring gifted students.

From the above, there is an urgent need for harnessing more study efforts in order to develop the reality of strategic planning in educational institutions and to benefit from them in improving and developing strategic planning practices and processes in this sector.

Based on what has been mentioned previously regarding the fact that strategic planning is the starting point for educational work, in addition to the importance of the gifted sector in education given the importance of providing the right care in the right way to the gifted, and developing this continuously in line with the requirements of the gifted students themselves and the requirements of national development; The researchers found that the reality of strategic planning in the field of gifted care in public education should be studied, and the impact of the variables (academic qualification, specialization, experience, and training) should be examined for those in charge of strategic planning tasks in the General Administration for Gifted Care in the Ministry of Education in the Kingdom of Saudi Arabia.

### **Study Questions**

- What is the degree of practicing educational leaderships in the general administration for gifted care in the Kingdom of Saudi Arabia for strategic planning processes?
- Are there statistically significant differences at  $\alpha \leq 0.05$  in the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education, due to the study variables (gender, educational qualification, experience)?

### **Study Objectives**

This study aims to:

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- Identify the reality of strategic planning in the field of gifted care in the Kingdom of Saudi Arabia.
- Revealing the statistically significant differences at  $\alpha \leq 0.05$  in the impact of demographic and functional variables of the study population on the degree of strategic planning practice in the field of gifted care in the Ministry of Education.

### **Study Significance**

The importance of this study stems from the importance of its topic, which is knowing the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia, in addition to the novelty of the study and its reliance on the latest global trends in the field of strategic planning in education and caring for the gifted. The study may provide a clear vision and an objective description of the reality of strategic planning in the field of gifted students care in education in the Kingdom of Saudi Arabia and identifying strengths, deficiencies, and areas of development. We hope to give indicators to decision-makers and officials about the reality of strategic planning in the field of gifted education, which would contribute to reaching scientific and practical decisions, programs, and projects that would develop strategic planning processes in education in general and in the field of gifted care in particular.

### **Study Scope**

**The objective limit:** The study was limited to identifying the degree of strategic planning practice and the degree of effectiveness of its operations and the impact of demographic variables on that, and it dealt with the following dimensions: (the concept of strategic planning, trends towards strategic planning, practices, and procedures of strategic planning, standards and elements of strategic planning).

**Human Limits:** The study included all employees at higher management in the General Administration for Gifted Care at the Ministry of Education in the Kingdom of Saudi Arabia.

**Spatial limits:** The study was applied in the General Administration for Gifted Care and its branches in the Ministry of Education in the Kingdom of Saudi Arabia.

**Time limits:** The study was conducted in the academic year 2019/2020.

### **Procedural terminology**

**Strategic Planning:** a systematic and structured leadership process based on future foresight and aims to define how the organization will move from the current situation to the desired future situation through a relatively long-term plan.

**Gifted Care:** It is the services provided to gifted and talented students, which vary between detection and identification services in addition to the educational experiences provided to them, represented in academic acceleration, educational enrichment, and counseling.

## **2. Literature review**

Macado and Taylor (farhangmehr, and Taylor, 2004) conducted a study aimed at identifying the reality of strategic planning in higher education institutions in Portugal. The study data were collected using the method of a comprehensive survey, interviews, and document analysis for a group of public and private universities in Portugal, numbering 61 Private and public universities. The study found that a total of 48 universities from the participating universities in the research sample have a full or partial implementation of the strategic planning process, which makes the application process uneven from one university to another. The study also showed that the most important advantages perceived by university administrations for strategic planning are Improving the institution's position in terms of strengthening its internal strengths, better utilizes resources, improves internal cooperation and coordination, reduces costs, and improves institutional knowledge.

A study in (Abu Nawas, 2006): This study titled "Programs of the administrations and Institutions for Gifted Care in the Kingdom of Saudi Arabia" aimed at identifying the policies and strategies regulating the administrations and institutions that support the gifted in the Kingdom of Saudi Arabia, through the use of a descriptive survey approach. The study concluded that the absence of a culture of gifted care is an apparent problem for some academic employees, as well as some employees of the King Abdulaziz and His Companions Foundation for Giftedness and Creativity, and emphasized the importance of appropriate specialization, preparation, adequate qualification and experience in the field of giftedness for all those in charge of gifted institutions and departments in the Kingdom.

The study in (Muhammad, 2008) which was titled "Towards an Arab Strategy for the Development of Creativity and Nurturing the Gifted," aimed to reach an Arab strategy to nurture the gifted and creative, by collecting and analyzing educational and administrative literature, research, and official reports in order to reach a crystallization of this strategy by using the systems analysis method. The study concluded that the qualification of capable human cadres is one of the most important requirements for achieving the goals and that is done through appropriate training for each category of stakeholders. The educational environment needs to be enriched with the necessary means, materials, and tools, and that it is expected to face several obstacles such as the absence of experts and specialized counselors in the field of talent, as well as the lack of funding, in addition to the complexity in procedures that would waste the efforts of gifted care in its beginnings.

Wolfe's Study (2009) Wolfe's study (2009) aimed to reveal indicators of strategic management practices aimed at building leadership within American educational institutions. The research sample consisted of 126 academic and administrative leaders in American Midwestern universities who responded to a questionnaire prepared regarding American theoretical literature related to the topic of leadership and strategic planning. The results of the study showed that: Strategic planning in American universities depends on the elements of environmental surveying, strategy formation, and implementation, and then continuous evaluation, the existence of a clear scientific plan for planning, and the division of plans into two short-term and long-term levels. The results also showed the provision of material resources and social support networks for the success of the process of planning and building leaders.

The study in (Al-Sarhani, 2010) was titled "The Reality of Strategic Planning in the Ministry of Education in the Sultanate of Oman (a field study from the point of view of managers)." The study aimed to examine the reality of strategic planning in the Ministry of Education in the Sultanate of Oman, by identifying the clarity of the scientific concept of strategic planning among managers, the degree of their practice of it, and the obstacles during their practice of strategic planning, the researcher used in his study the descriptive and analytical method. The study reached the following results: The level of clarity of the scientific concept of strategic planning among managers was moderate, and the degree of the practice of the strategic planning in the Ministry of Education in the Sultanate of Oman was average, as the arithmetic means of the items of this dimension was 3.53 with a standard deviation of 0.75, while it revealed the existence of statistically significant differences due to the scientific qualification variable on some items related to the practice of strategic planning among managers as well as the degree of the overall practice of strategic planning.

The Study in (Sharaf and Derbala, 2011) which was titled "Strategic Planning for the Discovery and Education of Gifted People in Egypt in the Light of Some Distinguished Experiences." dealt with the issue of gifted education in light of contemporary educational thought in light of the experience of several distinguished countries in the field of gifted education and care, and these countries are USA, South Korea, New Zealand, and Australia, in light of the cultural influences of each of those countries, as the study aimed to develop a proposed vision for developing gifted education in Egypt using the strategic planning approach. The study came out with a proposed strategic plan for the development of gifted education in Egypt according to the International Institute for Educational Planning model.

The study in (Al-lemon, 2014) which was entitled "The reality of strategic planning in public education schools in Abu Dhabi educational region." aimed to identify the reality of strategic planning in public education schools in the Abu Dhabi educational region, and the impact of the demographic variables of the respondents (specialization, practical experience, academic qualification, position), the researcher relied on the descriptive and analytical approach. The study concluded that the interest in strategic planning among school administrations was of a high degree (75.116% of the respondents), as well as the existence of statistically significant differences attributed to the scientific qualification in favor of (bachelor's degree), and the experience variable in favor of (medium experience), and the position variable In favor of educational mentors. The study recommended the importance of involving the largest number of school personnel in the school's strategic planning processes.

The study of the Emirates Centre for Strategic Studies and Research (2018); this survey dealt with the reality of gifted care in the United Arab Emirates during the years 2012-2016. This study concluded with a set of results drawn from the point of view of the gifted themselves and also from the point of view of the sponsors as follows: The cultural and sports activities offered to them are "good." The training centers are far or very far from the residence headquarters of more than a third of the gifted. The average score for the evaluation of the reality of gifted care in the UAE is generally "good." The study recommended building a national information network for the gifted to be an inclusive and disaggregated database of information and paying more attention to the methods used in

the detection of talented people in their different categories in order to reduce the gap between the categories of talents that receive care as much as possible.

The study in (Abu Mustafa, 2019) aimed to identify the degree of availability of indicators of excellence in strategic planning processes in the education directorates in the governorates of Gaza and ways to enhance them. To answer the study questions, the researchers used the descriptive and analytical comprehensive survey method. In order to achieve the objectives of the study, the researchers designed two tools: the first is a questionnaire consisting of 55 items distributed on 5 areas (governance and management, institutional scope, the efficiency of institutional performance, institutional and service resources, quality and development), the research sample consisted of all department heads in the seven education directorates who are 115 heads of departments, the researchers also used the constructive approach to develop ways to enhance indicators of excellence in the strategic planning process. Also, there are no statistically significant differences between the averages of the response of the respondents in the strategic planning process due to variables (gender, academic qualification, years of experience, age, classification).

### **Commentson The Previous Studies**

The current study agrees with all previous studies in using the descriptive-analytical method and dealing with the issue of strategic planning in organizations. It also agrees with some previous studies in general in studying the reality of strategic planning in educational institutions, as well as with some others in studying the administrative reality of caring for gifted students in education. This research was unique to other previous studies to deal with the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia, it is considered one of the few studies in this field to the researchers' knowledge.

### **3. Methodology**

This study relied on the descriptive survey method for its relevance to the study objectives.

**Study Population:** The study population consisted of all employees at higher management levels (supervisors, directors, department heads, and administrative assistants) at the General Administration for Gifted care at the Ministry of Education in the Kingdom of Saudi Arabia, who are 1500 employees during the year 2020.

**Study Sample:** The size of the sample was determined using Herbert Arkan's equation, the study sample reached 223 individuals from the employees of the higher management of the General Administration for Gifted care, of whom 200 responded.

**Study tool:** A questionnaire was designed to collect data; the questionnaire went through the following practical steps:

- Determining the general purpose and the objectives of the questionnaire: the general goal was to reveal the reality of strategic planning in the field of gifted care in the Kingdom of Saudi Arabia.

- Reviewing research tools and previous studies such as (Al-Zoubi, 2014), (Al-Lemon, 2014), which aimed to reveal the reality of strategic planning in the field of gifted care in the Kingdom of Saudi Arabia, local, Arab and foreign, according to a five-point graded scale.
- Determining the areas and dimensions of measurement for the study tool: The questionnaire consisted of four dimensions (the concept of strategic planning, trends towards strategic planning, strategic planning practices and procedures, standards and elements of strategic planning).

### Study Tool Validation

To verify the validity of the study tools, they were presented in their initial form to (10) specialists in educational administration and leadership, psychological and educational counseling, measurement and evaluation, and in light of their opinions, the researcher made the necessary adjustments to the two study tools.

### Study Tool Stability

To verify construct validity of the scale, the correlation coefficients of the scale items with the total study tool in an exploratory sample from outside the research sample consisted of 20 employees, where the test-retest method was applied using the Pearson correlation coefficient, and the Cronbach\_Alpha coefficient was used to find the internal consistency of the tool as shown in Table 1 according to two weeks between the first application and the second application.

Table (1): consistency coefficient of the questionnaire for the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia.

Study dimensions	Pearson correlation coefficient	Cronbach-Alpha coefficient
<b>1. The concept of strategic planning</b>	0.873	0.842
<b>2. Trends towards strategic planning</b>	0.933	0.902
<b>3. Strategic planning practices and procedures</b>	0.964	0.980
<b>4. Standards and elements of strategic planning</b>	0.982	0.987
<b>Total of the questionnaire's items</b>	0.966	0.952

It is evident from the above table that the tool reliability coefficient for the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia using the Pearson correlation coefficient was 0.899, and the Cronbach Alpha coefficient was 0.966, these values are acceptable for the current study, which is a high value according to the findings of the previous studies.



#### 4. Study Results and Discussion

The main question: **What is the reality of strategic planning in the field of gifted students care in public education in the Kingdom of Saudi Arabia?**

To answer this question, arithmetic means, standard deviations, the degree of practice, and the ranks of all of the main dimensions were calculated to study the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia.

Table (2): the arithmetic means and standard deviations of the dimensions of the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia.

Item #	Dimensions	Arithmetic mean	SD	Degree of practice	rank
2	Trends towards strategic planning	4.54	0.29	High	1
1	The concept of strategic planning	4.21	0.54	High	2
4	Standards and elements of strategic planning	3.13	1.19	medium	3
3	Strategic planning practices and procedures	3.05	1.15	medium	4
<b>The questionnaire as a whole</b>		<b>3.63</b>	<b>0.78</b>	<b>medium</b>	

Table 2 shows that the arithmetic means for the agreement of the research sample about the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia ranged between 3.05 - 4.54. In order to determine the items according to the dimensions that they fall under, Arithmetic means and standard deviations, frequencies, and percentage of the reality of strategic planning in the field of gifted care in public education in the Kingdom of Saudi Arabia were calculated for each item separately, where the second dimension came in the first place (trends towards strategic planning). This means that supervisors, heads of departments, senior management personnel, and administrative assistants in the departments of gifted care in the Saudi Ministry of Education believe that strategic planning should be among their priorities in achieving the overall quality of gifted care departments. The result differed from the study of (Al-Sarhani, 2010). On the other hand, they may see that the strategic planning process plays a major and strategic role in achieving the strategic goals and unifying the trends towards the common goals between the Ministry of Education and the department of gifted care and it agreed with the result of the study in (Al-Lemon, 2014) and the study in (Abu Karim, 2018).

The first dimension ranked second (the concept of strategic planning), then came in third rank the fourth dimension (standards and elements of strategic planning), and the third dimension (Strategic planning practices and procedures) ranked last. This may be attributed to the fact that the gifted care departments seek to achieve the desired strategic goals by relying on exploiting the available capabilities and making use of them, as well as working to provide all the requirements they need in achieving the goals.

The second question: **Are there statistically significant differences at  $\alpha \leq 0.05$  in the degree of educational leadership practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the General Administration for Gifted Care in the Ministry of Education due to the research variables ( The respondent's gender, educational qualification, experience,)?**

1. **The respondent's gender variable:** T-test was performed to identify the extent of statistically significant differences in the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care at the Ministry of Education, attributable to the respondent's gender variable. Table (3) shows the results of that test.

Table (3) The arithmetic means and standard deviations of the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education and the T-test, according to the respondent's gender variable.

#	Dimensions	Variable	Number of individuals	Arithmetic mean	SD	T value	Degree of significance
1	The concept of strategic planning	Males	89	4.00	0.46	1.535	<b>*0.001</b>
		Females	111	4.25	0.59		
2	Trends towards strategic planning	Males	89	4.39	0.37	2.534	<b>*0.002</b>
		Females	111	4.56	0.20		
3	Strategic planning practices and procedures	Males	89	2.49	0.86	6.858-	<b>*0.000</b>
		Females	111	3.51	1.02		
4	Standards and elements of strategic planning	Males	89	2.66	1.03	5.387-	<b>*0.000</b>
		Females	111	3.52	1.06		

Questionnaire as a whole	Males	89	3.32	0.69	5.192-	<b>*0.000</b>
	Females	111	3.87	0.76		

**\* Statistically significant at  $\alpha \leq .05$**

Table (3) shows the statistically significant differences in the degree to which educational leaders practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education due to the gender variable in all dimensions of the questionnaire. These differences are in favor of the female category because of its high arithmetic mean, where the T value for the tool as a whole reached -5.192 at  $\alpha \leq .05$  which is not statistically significant; The researchers attribute that the female supervisors and administrative assistants deal with the strategic planning processes accurately and more deliberately in order to achieve the strategic goals.

2. **Qualification Variable:** To answer this question, arithmetic means and standard deviations of the scientific qualification variable were calculated, and then a One Way ANOVA test was applied to all the main dimensions in the degree of educational leaders' practice in the Public Administration for gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the employees' point of view. In the higher management of the General Administration for Gifted Care at the Ministry of Education.

Table (4): The arithmetic means and standard deviations of the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted care at the Ministry of Education, according to the scientific qualification variable.

Dimensions	Qualification	Number	Arithmetic mean	SD
The concept of strategic planning	Diploma	8	4.71	0.28
	Bachelor's degree	143	4.25	0.55
	Master	35	3.88	0.36
	Doctorate	14	4.33	0.54
	Total	200	4.21	0.54
Trends towards strategic planning	Diploma	8	4.77	0.35
	Bachelor's degree	143	4.54	0.32
	Master	35	4.50	0.09
	Doctorate	14	4.58	0.30
	Total	200	4.54	0.29

Strategic planning practices and procedures	Diploma	8	3.37	0.51
	Bachelor's degree	143	3.22	1.20
	Master	35	2.18	0.61
	Doctorate	14	3.37	1.03
	Total	200	3.05	1.15
Standards and elements of strategic planning	Diploma	8	3.81	0.31
	Bachelor's degree	143	3.22	1.22
	Master	35	2.58	1.21
	Doctorate	14	3.29	0.95
	Total	200	4.14	0.29
<b>The questionnaire as a whole</b>	Diploma	8	4.10	0.80
	Bachelor's degree	143	3.70	0.55
	Master	35	3.16	0.70
	Doctorate	14	3.78	0.75
	Total	200	3.63	0.56

It is noticed from Table 4 that there are apparent differences between the arithmetic means in the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education due to the scientific qualification variable.

The category (Diploma) had the highest arithmetic mean of 4.10 in the first rank, the holders of the (Doctorate) category came in the second rank with an arithmetic mean of 3.78, the holders of the (Bachelor) came in the third rank with an arithmetic mean of 3.70, the fourth rank was for the (Master's degree) with a mean of 3.16.

The One Way ANOVA test was applied to identify the existence of statistically significant differences in the responses of the research sample individuals in the degree of educational leadership practice in the general Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the public administration for the gifted in the Ministry of Education due to the scientific qualification variable, Table (5) shows the results of that test.

Table (5): the arithmetic means and standard deviations of the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the senior management of the General Administration for Gifted Care at the Ministry of Education and the One Way ANOVA test, according to the Scientific qualification variable.

#	Dimensions	Source of Variance	Sum of squares	Degrees of freedom	Mean of squares	F value	Level of significance
1	The concept of strategic	<b>Between groups</b>	6.187	3	2.062	7.759	*0.000

	planning	<b>Within groups</b>	52.095	196	0.266		
		<b>Total</b>	58.282	199			
2	Trends towards strategic planning	<b>Between groups</b>	0.528	3	0.176	2.059	*0.002
		<b>Within groups</b>	16.751	196	0.085		
		<b>Total</b>	17.278	199			
3	Strategic planning practices and procedures	<b>Between groups</b>	32.471	3	10.824	9.053	*0.000
		<b>Within groups</b>	234.337	196	1.196		
		<b>Total</b>	266.809	199			
4	Standards and elements of strategic planning	<b>Between groups</b>	15.884	3	5.295	3.873	*0.010
		<b>Within groups</b>	267.919	196	1.367		
		<b>Total</b>	283.803	199			
	<b>The questionnaire as a whole</b>	<b>Between groups</b>	10.421	3	3.474	6.123	*0.001
		<b>Within groups</b>	111.193	196	0.557		
		<b>Total</b>	121.614	199			

\* Statistically significant at  $\alpha \leq 0.05$ .

Table 5 shows that there are statistically significant differences in the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education due to the scientific qualification variable, in all dimensions of the questionnaire. Where the F value for the tool (the questionnaire) was 6.123 at  $\alpha \leq .05$ , which is statistically significant.

To find out the source of variances between the categories of the scientific qualification variable, a Scheffetest for the dimensional comparisons was conducted, where Table6 illustrates this.

Table (6): Scheffe' test for dimensional comparisons according to the scientific qualification variable.

Dimensions	Qualification	Arithmetic mean	Diploma	Bachelor's degree	Master	Doctorate
The concept	Diploma	4.71	-	0.549	*0.002	0.812

of strategic planning	Bachelor's degree	4.25		-	0.985	0.568
	Master	3.88			-	0.325
	Doctorate	4.33				-
Strategic planning practices and procedures	Diploma	4.77	-	0.253	*0.000	0.325
	Bachelor's degree	4.54		-	0.263	0.152
	Master	4.50			-	0.262
	Doctorate	4.58				-
Strategic planning practices and procedures	Diploma	3.37	-	0.902	*0.001	0.125
	Bachelor's degree	3.22		-	0.186	0.152
	Master	2.18			-	0.831
	Doctorate	3.37				-
Standards and elements of strategic planning	Diploma	3.81	-	0.787	0.003	0.325
	Bachelor's degree	3.22		-	0.120	0.214
	Master	2.58			-	0.269
	Doctorate	3.29				-
Total questionnaire	Diploma	4.10	-	0.257	*0.008	0.842
	Bachelor's degree	3.70		-	0.223	0.625
	Master	3.16			-	0.632
	Doctorate	3.78				-

It is obvious from Table 6 that there are differences in the degree of practicing educational leaderships in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education, attributable to the scientific qualification variable, in all dimensions of the questionnaire and the questionnaire as a whole.

This difference is attributed to holders of the master's degree and those with a scientific qualification in the category of (Diploma), and these differences are in favor of the category of Diploma due to the high arithmetic mean of this category. The researchers attribute that to the experience of the holders of the diploma from the supervisors and administrative assistants in the management of gifted students is of an applied nature and closer to the field of planning and follow-up processes more than those with other qualifications, the result was consistent with the study (Al-Sarhani, 2010), while it disagreed with the study of (Al-Lemon, 2014).

### 3. The number of years of experience variable.

To answer this question, arithmetic means and standard deviations of the number of years of experience variable were calculated, then a One Way ANOVA test was applied to all dimensions in the degree of educational leaders' practice in the Public Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the point of view of employees in the higher management of the General Administration for Gifted Care at the Ministry of Education.

Table (7): The arithmetic means and standard deviations of the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted care at the Ministry of Education, according to the variable of years of experience.

<b>Dimension</b>	<b>Years of experience</b>	<b>Number</b>	<b>Arithmetic mean</b>	<b>SD</b>
The concept of strategic planning	Less than 5 years	28	4.10	0.25
	5 to 10 years	13	4.63	0.22
	More than 10 years	159	4.20	0.58
	<b>Total</b>	200	4.21	0.54
Trends towards strategic planning	Less than 5 years	28	4.49	0.12
	5 to 10 years	13	4.62	0.32
	More than 10 years	159	4.54	0.31
	<b>Total</b>	200	4.54	0.29
Strategic planning practices and procedures	Less than 5 years	28	3.71	0.36
	5 to 10 years	13	4.28	1.30
	More than 10 years	159	2.84	1.13
	<b>Total</b>	200	3.05	1.15
Standards and elements of strategic planning	Less than 5 years	28	3.93	0.30
	5 to 10 years	13	4.29	1.29
	More than 10 years	159	2.90	1.17
	<b>Total</b>	200	3.14	1.19
<b>The questionnaire as a whole</b>	Less than 5 years	28	4.04	0.23
	5 to 10 years	13	4.42	0.84

	More than 10 years	159	3.49	0.77
	<b>Total</b>	200	3.63	0.78

It is noticed from Table (7) that there are apparent differences between the arithmetic means in the degree of educational leadership practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education due to the variable of the number of years of experience.

The employees who have years of experience between 5 and 10 have the highest arithmetic mean(4.42) in the first rank, and the category with experience less than 5 years came in the second rank with an arithmetic mean of 4.04, in the last rank came the employees with more than 10 years' experience With a mean of 3.49.

The One Way ANOVA test was applied to identify the existence of statistically significant differences in the responses of the research sample individuals in the degree of educational leadership practice in the Public Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the public administration of the gifted care in the Ministry of Education is due to the variable of the number of years of experience, table (8) shows the results of that test.

Table (8):arithmetic means and standard deviations of the degree of educational leaders' practice in the Public Administration for GiftedCare in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care at the Ministry of Education and the One Way ANOVA test, depending on the variable of Years of Experience.

#	Dimensions	Source of variance	Sum of squares	Degrees of freedom	Averages of squares	F value	Level of significance
1	The concept of strategic planning	<b>Between groups</b>	2.690	2	1.345	4.767	*0.010
		<b>Within groups</b>	55.592	197	0.282		
		<b>Total</b>	58.282	199			
2	Trends towards strategic planning	<b>Between groups</b>	0.162	2	5.352	8.45	*0.000
		<b>Within groups</b>	17.116	197	0.63		



		<b>Total</b>	17.278	199			
<b>3</b>	Strategic planning practices and procedures	<b>Between groups</b>	39.162	2	19.581	16.945	*0.000
		<b>Within groups</b>	227.647	197	1.156		
		<b>Total</b>	266.809	199			
	Standards and elements of strategic planning	<b>Between groups</b>	43.839	2	21.920	17.995	*0.000
		<b>Within groups</b>	239.964	197	1.218		
		<b>Total</b>	283.803	199			
	<b>The questionnaire as a whole</b>	<b>Between groups</b>	16.229	2	8.114	15.169	*0.000
		<b>Within groups</b>	105.385	197	0.535		
		<b>Total</b>	121.614	199			

\* Statistically significant at  $\alpha \leq 0.05$ .

Table 8 shows that there are statistically significant differences in the degree of educational leaders' practice in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the viewpoint of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education due to the variable of the number of years of experience in all dimensions of the questionnaire, Where the F value for the tool (the questionnaire) as a whole was 15.169 at  $\alpha \leq .05$ , which is statistically significant.

To find out the source of variances between the categories of the variable, the number of years of experience, a scheffe test for the dimensional comparisons was conducted, Table No. (9) illustrates this.

Table (9):Scheffe test for dimensional comparisons according to theyears of experience variable.

<b>Dimensions</b>	<b>Years of experience</b>	<b>Arithmetic mean</b>	<b>Less than 5 years</b>	5 to 10 years	<b>More than 10 years</b>
The concept	Less than 5	4.10	-	0.568	0.235

of strategic planning	years				
	5 to 10 years	4.63		-	*0.002
	More than 10 years	4.20			-
Strategic planning practices and procedures	Less than 5 years	4.49	-	0.365	0.365
	5 to 10 years	4.62		-	*0.000
	More than 10 years	4.54			-
Strategic planning practices and procedures	Less than 5 years	3.71	-	0.902	0.354
	5 to 10 years	4.28		-	*0.001
	More than 10 years	2.84			-
Standards and elements of strategic planning	Less than 5 years	3.93	-	0.630	0.415
	5 to 10 years	4.29		-	*0.003
	More than 10 years	2.90			-
Questionnaire as whole	Less than 5 years	4.04	-	0.625	0.347
	5 to 10 years	4.42		-	*0.008
	More than 10 years	3.49			-

It is noted from Table 9 that there are differences in the degree of practicing educational leaderships in the General Administration for Gifted Care in the Kingdom of Saudi Arabia for strategic planning processes from the point of view of employees in the higher management of the General Administration for Gifted Care in the Ministry of Education due to the variable of the years of experience, in all dimensions of the questionnaire and the tool as a whole. This difference is attributable to the employees who have 5-10 years of experience and the employees who have more than 10 years of experience, these

differences are in favor of the category (between 5-10 years) due to its high arithmetic mean. The researchers attribute that to the experience of the supervisors and administrative assistants in managing gifted students and heads of departments experiences in the practical field related to strategic planning processes in addition to the fact that their knowledge side is more modern and flexible due to their recent experience in the academic sector, which made them the most balanced equation between knowledge and application compared to other groups with Less or more experience.

## 5. Recommendations

- Forming a higher committee to follow up the implementation of strategic plans in the field of gifted care, emanating from the Education Evaluation Authority.
- Developing intensive, cognitive, and applied for training programs on strategic planning, follow-up, and evaluation mechanisms that are based on specialists targeting all employees in the General Administration for Gifted Care and its departments.
- Follow up implementation processes and operational plans (or work plans) at the local level in light of the indicators set for gifted education.
- Preparing periodic (semi-annual) reports on what has been achieved, the extent of its relevance to the annual plan and the strategic plan on the other hand, and submitting it to the follow-up committee.

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