Female Principals' Leadership Roles and Their Impact on School Culture Regarding Gifted Students' Classrooms

Sultan Al-Mughyirah [iD]
King Faisal University, Saudi Arabia

Fathi Abunaser[*] [iD]
Sultan Qaboos University, Oman

Eman Al-taher [iD]
King Faisal University, Saudi Arabia

Al-Bandari Al-Otaibi [iD]
King Faisal University, Saudi Arabia

Abstract. The leadership role of school principals has been receiving much attention in most educational systems, especially when such schools contain gifted students' classrooms. Thus, this study sought to identify the types of leadership that female principals of gifted students' classrooms have, and how such roles impact teachers and school culture. This study, which took place in Riyadh city, Saudi Arabia, adopted a qualitative approach represented by a multi-case study. To achieve the objectives of the study, the researchers used a semi-structured interview method to collect data from the sample of four principals of gifted students' classrooms, selected by the available method. Qualitative data were analyzed by the traditional manual method. The study revealed that the roles played by the leadership were wise, transformative, and cultural, regarding the skills of the principals of gifted students' classrooms. The study, in addition, concluded that the wise educational role raised the level of teachers' satisfaction and adaptation to the school environment, although there were some negative points, such as dictatorship of dealing and dealing with superiority. The results also unveiled the contribution of female principals, within a transformative role, to solve the problems of teachers and their environment. Additionally, it was found that each principal has a unique method that reflects the vision she adopts and tries to consolidate in school culture. There are some differences in some female principals' traits towards gifted students.

Keywords: gifted classrooms; leadership; principals; school culture

[*]Corresponding autho*r: Fathi abunaser; Email: F.abunaser@squ.edu.om*

1. Introduction

The second millennium witnessed accelerated development in several fields of life, which eventually led to the creation of a new system, known as management thinking, that considers the basics on which work rests. Because the modern concept of education aims at change and development, this places it first among reform and progress in any country. The results of this process are greatly affected by its management, which is responsible for the course of the educational process. Success in any kind of work depends on the method with which it is run and on orienting works and activities to achieve the aspired goals (Amer, 2019).

Although school leadership is a relatively small aspect among educational systems, it is viewed as the procedural level of school management that is responsible for implementing education policies pertaining to objectives and future visions. It is the mediator between the educational system and the community. It is the leadership that deals daily with different social groups, with different cultural backgrounds. Families send their sons to educational institutions with confidence that they are under the protection of institutions that work for the interest of their sons and the society which maintains its principles and develops its vision to the best, through educating its children to attain prosperity (Abdul-Maqsoud, 2017).

Gifted students have become a valued segment of Saudi society. In fact, the number of gifted students is increasing over the years, and they have won several regional and international awards. For example, in the last few years, the Kingdom of Saudi Arabia won 22 world awards (Regeneron International Science and Engineering Fair, 2022). Encouraging the development of these talents, the Ministry of Education assigned classrooms in schools for gifted students to develop their aptitudes and encourage them to be more creative.

The significance of the school leadership and gifted students' classrooms stem from the school and the role it plays in developing students' talents from all aspects: cognitive, spiritual, mental, and physical. Therefore, the method adopted by the principal of the school is essential for achieving its objectives and social responsibilities (Al-Oweidi & Freihat, 2020).

Many studies, such as by Salhi (2017) and Rasheedi (2016), were conducted to examine the standards and methods that are required for selecting school principals. The studies showed that there was a difference among the principals, in favor of those with high competence, compared to the non-competent.

Likewise, the studies of Duheim (2016) and Hameedah (2019) ascertained that any school can achieve its educational objectives if the principals are characterized with the management skills that reflect their effective leadership. Such a principal can implement educational policies to develop the school.

With respect to the school culture, it is considered a framework reference that guides the school principals' interaction with the school's members. It is strongly entwined with the culture of the school society and is affected by the social

background of teacher. Consequently, school culture reflects the domestic counterpart since society provides the school with students and teachers with that background. To improve schools to match with changes, it is necessary to study the dominant culture in the school (Aseeri, 2018).

Chalikias et al. (2021) pointed out that the school principal is the most important person who is responsible for the management aspects and internal regulation. Therefore, the successful principal should play effective leadership roles that positively contribute to the sustainable development of both the school and teachers. The study also revealed that several factors impact teachers' professional development, the foremost of which is the culture dominating the school.

The study of Üstün (2017) confirmed that principals of special education schools need to create a special vision reflected in the organized culture of the school. The study also indicated that principals of special education schools should possess leadership criteria that enable them to improve and develop their thinking and the thinking of their employees, whether teachers or administrators, to create an integral educational ambiance by which the school can achieve success and excellence. The school administration is the decision-maker and the direct and effective influence on talent and creativity; it is the one that provides care opportunities, supports the teacher, and appreciates the needs of students. The administration creates a stimulating educational climate and invests in the educational process (Jung & Worrell, 2017). Hence, this study highlights this role. The discussion about women's leadership in schools and its difference from the leadership of men focuses on the differences of this leadership.'

1.1 Research Problem
Internationally, most countries show a growing interest in the roles of principals of gifted students' classrooms pertaining to all dimensions, economic, cultural, social, and political, being the basic pillars for improving the educational system and increasing its functionality, through developing the principals of those schools.

Through the experience and work of the researchers of the current study in gifted students' classrooms in Saudi Arabia, they noticed some shortages and problems that prevent principals from achieving the goals of the schools. Perhaps the foremost problem among them is the principals' lack of an integrated outlook that covers leadership roles that the school leadership requires, relating to the issues they encounter in schools. In this context, Üstün (2017) stated that principals need to be very aware of the different roles of leadership that are required for dealing with the situations and crises that arise in schools.

Saleh (2018) indicated that schools that contain gifted students' classrooms suffer from numerous problems that affect the school culture, resulting in decreasing educational competence and hindering achieving goals. Thus, the problem of the study is limited to identifying the leadership roles that principals of schools with gifted students' classrooms play in Saudi Arabia, and their impact on the school culture. Such roles help to interpret the behaviors of the schools' employees and

the way they interact and how that affects their achievement ability, besides their impact on the school community and the education process. Therefore, the major question of the study focuses on leadership role asking the question: How do the roles of female principals of gifted students' classrooms affect school culture?

1.2 Research Questions
The research questions of the study are as follows:
1. What are the leadership roles of female school principals that include classes for gifted students?
2. How do female school principals that include classes for gifted students influence their teachers?
3. How do the female school principals that include classes for gifted students affect the school culture?

1.3 Research Objectives
The research aimed to accomplish the following:
1. Divulge the leadership roles of female principals of gifted students' classrooms.
2. Identify how the female principals of gifted students' classrooms affect their teachers.
3. Identify how the female principals of gifted students' classrooms affect the school culture.

1.4 Significance of the Study
The significance of the study is in its attempt to identify how principals' leadership directly affects the favored values and norms in school culture. It also highlights the leadership roles that female principals should obtain to increase the level of school productivity, advance decision-making processes, and shape employee behaviors.

The results of the study will help in preparing training programs that contribute to the development of principals' skills and the integrated roles they play, as the relation between the leadership roles and the culture provides a clear idea to people in charge of developing and implementing the training programs.

1.5 Definition of Terms
- **Leadership**: Hoot (2022) defined leadership as the process through which a person with outstanding skills, abilities, and qualities affects other people by providing them with what they need to achieve their aspired objectives.
- **School culture**: Houriyeh and Suad (2017) defined school culture as the outcome of a set of interactive variables whether they were from inside or outside the school. These variables constitute the culture institution members adopt. If the variables create a good type of culture, they consolidate the behaviors and trends of its members but, if bad, it produces counter effects.
- **Gifted classroom**: It is a project that the Ministry of Education started by gathering gifted students in separate classrooms in which they are given propitious support to enhance their potential and motivation in accordance with world criteria of teaching the gifted students (Ministry of Education, 2022).

2. Theoretical Framework

2.1 Roles of Principals' Leadership for Gifted Students' Classrooms

The roles of school principals in educational institutions are no longer routine; their aim is not just to manage routinely, but developed to confirm the modern leadership vision that cares for development in a world of accelerating change (Dahawi, 2018).

2.2 Leadership Types

Leaders have essential and active roles to play since they are considered the people who manage the institution and do not just practice authority. In fact, the effective skills and potential leaders have are positively reflected by the educational level of the institution (Ghadouri, 2020). This will be manifested in the interaction between the school management and the teachers. Additionally, leaders are responsible for reinforcing teachers' vocational training to help them develop meaningful skills (Ullaah et al., 2021).

The types of leadership the leaders may demonstrate in an institution are as follows:

- **Wise leadership**, known as visionary leadership. It is one of the most recent theories that envisions the future of the educational institution and employees' participation (Hoot, 2022). It is defined as the ability to envision the future of an educational foundation to motivate employees to realize that vision (ElAofy, 2019). This type of leadership acquires its significance from leadership in general and wisdom. A wise leader is one who can pass a vision, message, and strategy to teachers of the institution to encourage them to work (Mills, 2005).
- **Educational leadership** is defined as the psychological, social, and educational interaction between the school leader and the institution's team. This interaction helps in many aspects, including guidance, problem-solving, and decision-making, for the interest of the institution (Miqbel, 2018). Üstün (2017) stated that an educational leader never stays in the office just to practice authority, but instead, this leader tours classes and corridors of the educational institution, in addition to practicing leadership.
- **Transformational leadership** is one of the modern management concepts that received great interest recently. Najem (2018) defined it as "a constant process through which the leader attempts to change the value of employees of the institution to improve their motives for the general interest of that institution as demonstrated in building up future vision". This leadership is important because it delegates authority to employees of the institution and grants them the power that enables them to run the educational process and solve the problems they encounter without going back to the leader (Miqbel, 2018). This leadership improves the skills they possess and consolidates self-confidence.

2.3 School Culture

School culture refers to a set of values, principles, and beliefs that develop in school because of the constant interaction between school employees. These interactions positively contribute to solving problems and the difficulties they encounter. School education is determined by the practices and values that

members gain by discussing their feelings and the behaviors dominating the school (Üstün, 2017).

Organizational culture is a set of inputs that includes values, beliefs, policies, and management procedures, in addition to the expectations and norms related to the management process of modern institutions. Such values and beliefs originated and developed commonly among its members.

This culture determines the behaviors and practices of the institution (Sharairy, 2020). Therefore, every institution is distinguished for a certain adopted organizational culture that helps in achieving the goals and the future aspirations of the institution.

Masalheh (2021) pointed out that the significance of school culture stems from institutions, and it is considered the guide for the teachers and the school management as it provides them with a clear picture of the nature of relations and behaviors needed to be followed inside the institution. It is through these behaviors that employees can interpret the situations and behaviors that occur in the institution. They are also considered the major factor that affects the success or failure of the institutions through weakness, strength, and integrity of that culture.

3. Method of the Study
The study adopted a qualitative research approach to answer the questions and achieve the objectives. Therefore, a multi-case was selected since it meets the objectives of the study. It also determines the case and interprets it through the collected data to come up with certain findings that help in answering and interpreting the questions of the study.

3.1 Procedures
The theoretical literature relevant to leadership roles and school culture was reviewed. The targeted sample that suits the purpose of the study was selected afterward. The tools favorable for answering questions were selected as well. Then, female principals of the targeted schools were contacted to facilitate procedures. Semi-structured interviews were conducted with four of the principals of gifted students' classrooms. After that, the qualitative data related to interviews were analyzed. Lastly, the qualitative results were discussed, and a set of recommendations was provided.

3.2 Population and Sample
The population of the study comprises of female principals of gifted students' classes (public and private) for all academic school levels (elementary, middle, and high) in the city of Riyadh. The number of schools with gifted students' classes was 30 distributed throughout Riyadh. The total study sample was four principals: two from the elementary school level, one from the middle school level, and the last one from the high school level.

3.3 Participants

The participating principals were selected by contacting the Ministry of Education – Giftedness Sector in Riyadh to obtain a list of the schools that include gifted students' classrooms. Then, these schools were contacted to select several participants who were willing to participate in the study. The four female principals showed readiness. The study sample was selected based on the criterion of consent to participate in the study after explaining the dimensions and objectives of the study, as well the volunteering of female principals among the study population.

Table 1 presents the data about the participants without reference to any female principal for the sake of confidentiality. A code composed of a digit and a letter for each principal was given; the letter "P" stands for principal and the digit (1) for the principal's number in the table.

Table 1: Basic data of participating principals

Principal No.	Qualification	Specialization	Total years of experience	Years of experience in management
P. (1)	BA	Special Education Mental Excellence and Innovation	16 years	Six years
P. (2)	BA	Islamic Studies	20 years	Six years
P. (3)	BA	Arabic Language and Literature	20 years	Four years
P. (4)	BA	Arabic Language	15 years	One year

3.4 Instrumentation

The semi-structured interview method was selected to collect data from the participants. It is the best way by which researchers can collect data on topics in their natural forms (Paz-Soldan et al., 2014). This method depends on addressing the main questions and sub-questions that serve the purpose of the study.

The questions of the interview were arranged in a manner that helped the researchers obtain as comprehensive information as possible from the sample members: the research method through qualitative case study approach.

The questions were divided into two major parts: the first is data on the principal's job (qualification, specialization, total years of experience, and years of experience as a principal), and the second includes the semi-structured interview questions, including the following:

1. Do you praise teachers during meetings? What are the aspects you focus on, and why?
2. As a principal, does your presence at school please teachers and make them do their jobs well to a full extent? Do you have a role in that?
3. As a principal, how do you spend your time in school? Is there a certain system you follow?
4. Whenever you face any school problems, what do you take into consideration when solved?

5. What type of activities do you arrange to develop school culture? Do you think that they are helpful?
6. What kind of relationship do teachers have among themselves in school?

The selection of these questions was based on the functional tasks associated with school principals and related to the education of gifted students, and based on the relevant literature (Salhi, 2017).

3.5 Data Analysis
The qualitative inductive method was used to analyze the interviews starting with the details and then switching to the essential topics as manifested in the study results. The following table illustrates the phases of the analysis.

Table 2: Stages and procedures of analyzing qualitative data

No.	Stage	Procedures
1	Data organizing	At this stage, recorded data were dumped into a word document; incomplete data were recovered by rechecking notes jotted down during the interview and, finally, reviewed to avoid errors.
2	Data coding and classification	The coding stages of rooted theory methods are propitious to the nature of the data which were collected and the set of objectives that were determined (Paz-Soldan et al., 2014). The stages are: ● Open coding The coding process with analyzing data and coding words and sentences included in the interview responses, giving them short headings. ● Axial coding After the coding, the data that combine similar codes were collected and listed under axial groups that included skills that every principal of the study sample has. ● Selective coding An in-depth reading was done more than once to verify the reliability of the open coding and the axial one. Similar skills were selected to determine the types of leadership found in every principal of the study sample.
3	Data checking	After completing coding and analyzing data, they were sent to four (4) experts offering some alternative suggestions.
4	Re-coding and classification	The data were reviewed after one month of the first coding; the subject amendment was done accordingly.
5	Visual presentation	A mental map presenting the method of data analysis clearly was made.
6	Writing the results correlating them to evidence	The findings of the study were correlated to educational literature and researchers' vision pertaining to results.
7	Discussion of results	The findings of the study were correlated to educational literature and researchers' vision pertaining to results.

3.6 Results and Discussion

This section states and discusses the results deducted from the analysis of the principals' responses to the semi-structured interview. The analysis is viewed along with the questions of the study.

Question 1: What are the leadership roles of the principals of gifted students' classrooms?

In answering this question, qualitative data from the semi-structured interviews related to each principal were analyzed. It was found that each principal of the four has certain leadership roles as shown in Table 3, which illustrates the types of leadership for each principal.

Table 3: Types of leadership for each female principal

	P. (1)	**P. (2)**	**P. (3)**	**P. (4)**
Wise leadership	* Incentive	*Incentive and support *Confidence	*Incentive *Future vision	*Incentive Situation containment
Educational leadership	*Sharing in decision making *Regulation *Teamwork management *Knowledge developing *Gifted caring	*Sharing in decision making *Regulation *Teamwork management *Affecting and convincing *Awareness of students' needs *Work Quality *Field supervision	*Orientation and guidance *Decision making *Teamwork management *Gifted caring *Planning *Caring for the educational side	Regulation
Transformative leadership	*Appreciating employees' work *Sympathizing with others *Raising students' motivation *Authorization	*Appreciating employees' work *Sympathizing with others *Management of change *Support and development	*Appreciating employees' work *Sympathizing with others *Support and development	*Abiding by job ethics
Educational leadership		*Consolidating common values *Communication	*Communication	

P = principal

Table 3 shows the raw data listed by female principals that related to different types of female leadership.

P (3) explained in detail how the qualitative analysis was conducted, revealing the leadership roles under which certain basic and secondary skills are listed. They are as follows:

- **Wise leadership manifested in:**
    1. Skill of motivation as practiced by the P. (3) who mentioned that motivation encourages exerting more effort which constitutes the essence of the success of the educational process.
    2. Future vision that is gained through instilling confidence in teachers. P. (3) reiterated that the teacher is the cornerstone of the educational process

because she is the person who works hard searching for knowledge to convey to students.

- **Educational leadership covered the following:**
  1. Orientation and guidance were explained by P. (3) who mentioned that the supervisor she has discusses issues with students; that makes them feel closer to their teacher and helps in problem-solving.
  2. The skill of decision-making provides teachers with the authority to select suitable activities. Extra-curricular activities should enhance the topic taught. Through the authority given to them, teachers can share in decision-making.
  3. The skill of teamwork is essential for the success of the educational process which can never be achieved through isolated efforts but through teamwork.
  4. Regarding caring for the gifted, the P. (3) mentioned that she encourages teachers to observe individual differences among female students by addressing questions that match students' abilities.
  5. Regarding skill planning, the principal revealed that the students' morning assembly is very important for her; she tours classes during the break time.
  6. P. (3) spoke about caring for the educational side of students by consolidating values, such as honesty and truthfulness through school broadcasting.
- **Transformative leadership implies:**
  1. Sympathizing with others through the containment of new teachers by their experienced counterparts.
  2. Appreciating employees' efforts; the principal appreciates hardworking teachers over others by awarding them.
  3. Supporting gifted students by giving them the chance to excel in the subject the student loves, whether math or science.
- **Educational leadership is manifested in:**
  1. Communication skills through which guardians share in the celebration of their daughters' success.

Figure 1 and Figure 2 illustrate, in detail, the visual performance of leadership roles that P. (3) possesses.
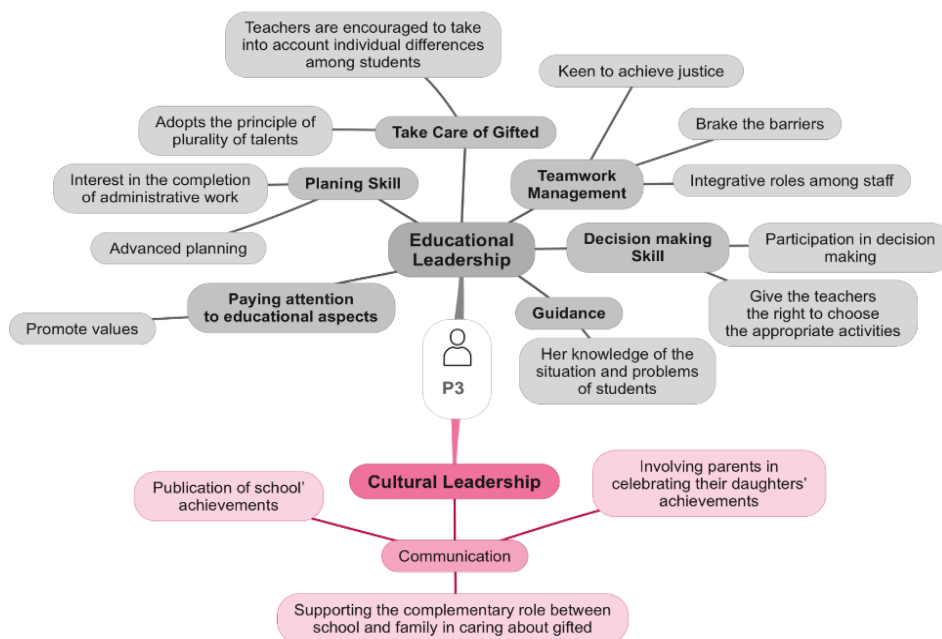
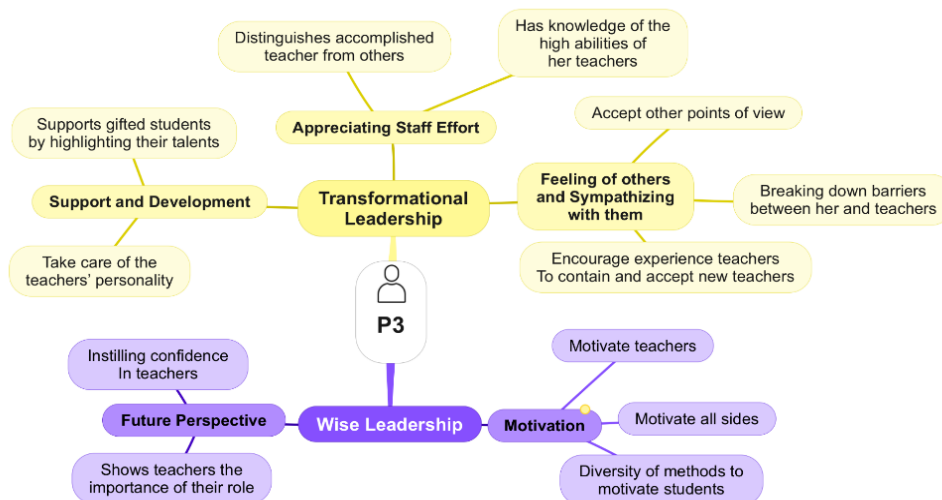**Figure 1: Leadership roles for P. (3)**

Figure 2: Leadership roles for P. (3)

It is noted that the leadership roles of participants varied: some were able to activate the integrated role through role switching according to the situation, while others could not make use of a such variance.

Based on what preceded regarding leadership roles, we find that principals (2) and (3) showed aspects of wisdom in several situations exemplified by conveying their vision, which helped employees to achieve them. Thus, they created a school culture of their own. Karwan et al. (2020) pointed out that leaders with future vision determine objectives of personal and collective work that focuses on what

we do, not on what we want. P. (1) and P. (4) did not embody the leadership wisdom role as hoped, but they were confined to motivating employees.

As for the educational leadership, we find that P. (1), P. (2), and P. (3) actively practiced the process by demonstrating an apparent ability in the social, psychological, and educational interaction with employees and that left a clear impact on school educational regulations. Ben Ali (2015) pointed out that the qualities of educational leadership are manifested in the positive support of labor force and in decreasing the negative impacts upon them.

The leadership of P. (4) was limited to one activity "communication," which was reflected by incongruity among employees.

Regarding transformative leadership, we find that each of the principals (1), (2), and (3) were distinguished for one quality: some cared for developing and supporting employees, and others cared for motivation despite the problem engulfing that environment. It is evident that the personal concern that transformational leaders show toward employees reinforces teachers' and educators' abilities, which makes them more cooperative (Saleh, 2018). Hence, such leadership affects students positively. Unlike the first three principals, P. (4) gave in to such problems without doing anything to override them.

Regarding educational leadership, it was clear that the skills that P. (1) and P. (2) possess have helped in disseminating school culture through communication with the outside community and interest in the integrated role of school and family. In contrast, P. (1) and P. (4) were unable to play the educational role that reinforces school culture.

Regarding answering the second question, which reads: How do the principals of gifted students' classrooms influence their teachers? A group of questions was addressed to the principals in the interview, such as: Do you praise teachers during meetings and what aspects do you focus on? P. (1) responded "Yes, I do praise the distinguished teachers if I ever get the chance".

The response of P. (2) was that she had a distinguished teacher and loves praising. Also, P. (3) agreed that praising is great because teachers are the foundation of the educational process. Additionally, P. (4) encouraged praising as she considered it an incentive that makes teachers perform better.

The major goal behind the aforementioned question was to find out if principals were wise leaders to motivate the employees of the institution (Millis, 2005). Since all the principals provided teachers with incentives, they all possess wise leadership.

Therefore, it has been made clear that incentives play a significant role in the leadership process as they increase employees' productivity.

Regarding the second question of the semi-structured interview "Does your presence in school please teachers and make them do their jobs well to a full extent?", the answer of P. (1) was that everybody was happy because she gave them a large space to work in, besides being flexible to understand the situations they encountered. P (2) also said that she was pleased because her teachers, as they said, had done things they did not believe in just to please the principal. She added that she received letters of praise from those teachers because she used to give them incentives to work better. Such a question was raised to detect principals' roles in educational leadership. Miqbel (2018) viewed this type of leadership as an interactive process between principals and teachers and on that is in the interest of the school.

Through the third question, "How do the principals of gifted students' classrooms affect the school culture?", a set of other questions was addressed: How do you usually spend your time in school? Do you follow a certain system?
The answers were as follows: P. (1) said that she attends morning assembly, checks absence and incoming emails, besides any other urgent issues. The answer of P. (2) indicates that she is a practical person; she tours classes to check cleanliness and teachers' attendance. The answer of P. (3) was that she attends the morning assembly, highlights a value to be declared and focuses on the school broadcast, and tours classes during break time. The answer of P. (4) was similar to the others as she attends morning assembly, watches teachers, and tours classes. Thus, according to Miqbel (2018), the effective principal is the one who needs to be practical and aware of their roles.

Other researchers indicated that new values should be included in the school culture and that behavior change is necessary for educational leadership (Hiçyılmaz & Sahin, 2016). Thus, certain behaviors of the principals, according to the researchers, need to be changed to be more effective in this type of leadership. With regard to the principals' answers to the question, "What do you take into consideration…?", P. (1) mentioned that she listens to both sides of the problem to approximate ideas to avoid aggravation to come up with a solution. On the issue of school ambiance, P. (5) said that she contacts the ministry, and if she does not receive a positive response, she seeks help from relatives of the students; if that does not work, she brings them and their parents to her office to forgive each other. P. (3) stated that some students might accept their supervisor's solution for their problem, but others insist that their parents should interfere in that. P. (4) pointed out that whenever any problem between teachers themselves or between teachers and students occurs, she usually refers that to her deputy and if that does not work, she listens to both parties, and does her best to solve it.

From these insights about solving students' problems, one can notice that the method adopted reflects types of leadership. For example, the one adopted by P. (2) and P. (3) is transformative leadership whose goal is to help teachers solve their problems more actively. They also examine problems from all sides to have a more comprehensive look and, consequently, come up with a creative solution that helps students and reinforces school culture. As for P. (1) and P. (2), they try to find a suitable solution which implies that they have wise leadership.

With regard to the question pertaining to the activities held to develop school culture, P. (1) emphasized that the students' talents should be developed, and teachers should work on that by encouraging students to participate in competitions, activities, and training workshops. P. (2) revealed that she reinforces teaching skills. P. (3) revealed that she posts on WhatsApp the successful activities done by the students, and she sends that to students' families, and she rewards them as well. P. (4) revealed that she encourages students through the teacher of the gifted students in the school.

Through the aforementioned question and responses of the four principals about their roles in educational leadership, the researchers concluded that P. (1), P. (2), and P. (3) might be effective leaders, because of the ideas and standards they share with school ambiance. In fact, they could be great examples on activating the role of educational leadership. The role of P. (4) was limited to managing the school and encouraging the academic staff.

With regard to the question "What kind of relationship do teachers have among themselves in school?" the answers were as follows: P. (1) said the teachers are cooperative, they exchange visits, and many of them care about attending practical lessons. P. (2) stated that some teachers take the initiative and help each other during the exam period when they are under academic pressure. P. (3) said that the relationship is good during the first year. Usually, some teachers brag about their performance preferring themselves to others, and that is something she works to put an end to. P. (4) revealed that her teachers were in disagreement with each other, as each of them tried to hunt for mistakes for the others.

The preceding responses of the principals revealed that wise leadership, as manifested in the performance of P. (2) and P. (4), could help in achieving schools' objectives due to the integrated relationship among teachers.

As for the responses of P. (1) and P. (3), they were transformative types of relationships in which P. (1) tried to develop the professional side of her teachers, while P. (3) tried to improve relationships among teachers by encouraging the experienced to mentor the new inexperienced teachers. This will eventually affect the school culture.

The responses of P. (2) and P. (4) revealed a wise type of leadership that enables them to improve the relationships among their teachers and employ that relationship to serve the objectives of the school. The results of the study confirm what the studies have come up with regarding the characteristics and advantages of women's leadership that have become important, and the care and participation in what they do, which gave distinction to its management (Blackmore, 2012). In addition, the female principals' differences in some leadership traits towards gifted students may not be the result of administrative or leadership weakness (Al-Manqash, 2017).

The results indicated that there were varying efforts among female principals in motivating teachers of the gifted. It is interesting that the principals of the school

are primarily responsible for the care of gifted students within the school by virtue of their work as educational leaders. Based on this concept, it is necessary to contribute effectively to caring for gifted students by developing a plan, studying it with fellow teachers and putting it into practice. It is also important to examine everything new in this field to benefit and encourage gifted students, in addition to providing tools, equipment and places to practice various activities. It can also guide teachers to use effective and interesting teaching methods. In addition, the leadership of school principals can be activated by increasing the orientation towards digital transformation to remain adaptable and competitive in the rapidly changing social and digital media landscape and to become more qualified for leadership (Tanucan et al., 2020).

4. Recommendations
1. Provide training workshops for principals of schools for gifted student's classes to learn about leadership roles and their integral importance, and provide specialized training programs for principals to activate their roles towards gifted students.
2. Exchange experiences between female directors and exchanging leadership roles among them.

5. Limitations of the Study
This study has examined the leadership roles of female school principals of gifted students' classrooms. It is restricted to school principals and teachers of female gifted students' classrooms in Riyadh city as the participants. Therefore, wherever principals, teachers, or students are mentioned in this study; they mean female (principals, teachers, or students). The study was carried out in the third semester of the academic year 2022.

grateful to all subjects who gave their time and effort to participate in this research project.

Conflicts of Interest: The authors declare no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

6. References

Abdul-Maqsoud, A. (2017). *An awareness guide for inclusion in the kindergarten stage*. Egypt Ministry of Education.

Al-Oweidi, A., & Freihat, S. (2020). The role of school principals in caring for gifted students. *Journal for the education of gifted young scientists*, *8*(2), 919–934. http://dx.doi.org/10.17478/jegys.716274

Amer, T. (2019). *Integrating people with special needs in light of contemporary global trends*. Al-Yazouri scientific publishing house.

Aseeri, S. A. (2018). The culture dominating elementary classes of a girl school in Riyadh city. *Journal of scientific research in education*, *19*(4), 409–469. https://doi.org/10.21608/JSRE.2018.22973

Bin Ali, H. (2015). *Types of educational leadership and its relationship to job satisfaction of primary stage teachers: a field study of a number of primary schools at Alwadi University region* (Publication No. 1009069) [Doctoral dissertation, University of Kasdi Merbah – Ouargla]. Al-Mandumah data base, Dissertations.

Blackmore, J. (2007). *Performing and reforming leaders: gender, educational restructuring, and organizational change* (Ser. Suny series in women in education). State University of New York Press.

Chalikias, M., Raftopoulou, I., Kyriakopoulos, G. L., & Zakopoulos, V. (2021). The school principal's role as a leader in teachers' professional development: the case of public secondary education in Athens. *problems and perspectives in management*, *18*(4), 461–474. https://doi.org/10.21511/ppm.18(4).2020.37

Dahawi, B. (2018). *Introduction to research methodology*. Dar Alfiker Alarabi.

Duheim, M. S. (2016). *Training needs of public-school leaders and affiliated programs of special education in Riyadh* [Unpublished Master's Thesis]. Arab East Colleges.

Ghadouri, H. (2020). The leadership style of school's principals and their effect in the organizational of commitment teachers: a field study of Kuwait Public Schools. *Journal of educational and psychological sciences*, *4*(28), 1–20. https://doi.org/10.26389/AJSRP.N270220

Hameedah, I. (2019). Teaching obstacles from teachers' perspective of the gifted in intermediate and secondary schools in Jeddah city. *Journal of educational and psychological sciences*, *3*(9), 75–95. https://doi.org/10.26389/AJSRP.E191118

Hiçyılmaz, Y., & Şahin Fırat, N. (2016). Cultural leadership behaviors of the primary school principals regarding certain variables. *Journal of human sciences*, *13*(2), 2462–2474. https://www.j-humansciences.com/ojs/index.php/IJHS/article/view/3702

Hoot, M. (2022). *The degree of applying wise leadership by principals of Northeastern Badia and its relationship to teachers' organizational loyalty* [Unpublished Master's Thesis]. Al al-Bayt University.

Houriyeh, A., & Suad, Q. (2017). School education and reinforcing citizenship values in youth. *Laboratory records review*, *18*(18), 69–86. https://doi.org/10.37136/1995-000-018-004

Tanucan, J. C. M., Negrido, C. V., & Malaga, G. N. (2020). Digital leadership of school heads and job satisfaction of teachers in the Philippines during the pandemic.

International journal of learning, teaching and educational research, 21(10), 1–18. https://doi.org/10.26803/ijlter.21.10.1

Jung, J. Y, & Worrell, F. C. (2017). School psychological practice with gifted students. In M. Thielking & M. Terjesen (Eds.), *Handbook of Australian school psychology* (pp. 575–593). Springer. https://doi.org/10.1007/978-3-319-45166-4_29

Karwan, D. H., Hariri, H., & Ridwan, R. (2020, October 16-17). Visionary leadership: what, why, and how. *Proceedings of the 2nd international conference on progressive education, Indonesia*. http://dx.doi.org/10.4108/eai.16-10-2020.2305217

Masalheh, M. (2021). *The level of organizational culture dominating schools of the green line and its role in school management and developing teachers' creative behavior: obstacles and solutions* [Unpublished Doctoral dissertation] Yarmouk University.

Mills, D. Q. (2005). *Leadership: how to lead, how to live*. MindEdge Press.

Ministry of Education. (2022, March 25). *The Gifted Students*. https://www.backtoschool.sa/page/gifted-students.html

Miqbel, A. (2018). Qualities of educational leader and the way of selecting him. *Arab journal for scientific publishing*, *1*, 1–12. https://www.ajsp.net/volume/%D8%A7%D9%84%D8%A7%D8%B5%D8%AF %D8%A7%D8%B1_%D8%A7%D9%84%D8%A7%D9%88%D9%84/#

Najem, H. (2018). The role of transformational leadership in achieving administrative creativity an exploratory research on the views of sample of officials in the office of Iraqi Ministry of Education. *Journal of Rafidain University College for Sciences*, *42*(1), 112–135. https://doi.org/10.55562/jrucs.v42i1.162

ElAofy, A. (2019). Transformational leadership of school leaders and it's relation to the professional affiliation of teachers: point of view. *Journal of scientific research in education*, *20*(10), 179–224. https://doi.org/10.21608/jsre.2019.56469 https://jsre.journals.ekb.eg/article_56469.html?lang=en

Paz-Soldan, V. A., Reiner, R. C., Morrison, A. C., Stoddard, S. T., Kitron, U., Scott, T. W., Elder, J. P., Halsey, E. S., Kochel, T. J., Astete, H., Vazquez-Prokopec, G. M., & Jones, M. K. (2014). Strengths and weaknesses of global positioning system (gps) data-loggers and semi-structured interviews for capturing fine-scale human mobility: findings from iquitos, peru. *Neglected tropical diseases*, *8*(6), https://doi.org/10.1371/journal.pntd.0002888

Rasheedi, S. (2016). Management empowering of school principals and special education classes: concepts, competence, and problems they encounter. *Arab foundation for scientific counseling and development of human resources*, *17*(54), 83–104. http://search.mandumah.com.squ.idm.oclc.org/Record/826173

Regeneron International Science and Engineering Fair. (2022). *Society for science*. https://www.societyforscience.org/isef/

Saleh, W. (2018). Following up on the special talents of the deaf in the artistic fields after their discovery and training. *Arab journal of educational studies and sciences in humanities*, *13*(13), 213–234. http://search.mandumah.com/Record/971291

Salhi, K. (2017). The role of the school leader in developing educational methods for people with mental disabilities. *The Journal of Al-Jamie in psychological studies and educational sciences*, *2*(5), 123–55. http://dspace.univ-msila.dz:8080//xmlui/handle/123456789/4993

Sharairy, M. (2020). *The impact of transformative leadership on achieving strategies success: life quality as a medium variable: a field study of public and private universities in the North of Jordan* (Publication No. 1127149) [Doctoral dissertation, Muta University-Jordan]. Al-Mandumah data base. https://fbj.springeropen.com/articles/10.1186/s43093-020-00043-8

Ullaah., J., Hussain, L., Atta, M., Khan, Z., Bakhsh, K., & Sibtain, M. (2021). Role of the principal in improving teachers' professional development. *Elementary education online, 20*(5), 7860–7867. https://doi.org/10.17051/ilkonline.2021.05.890

Üstün, A. (2017). Effects of the leadership roles of administrators who work at special education schools upon organizational climate. *Universal journal of educational research, 5*(3), 504–509. https://doi.org/10.13189/ujer.2017.050323