

The Degree to Which Government School Principals Practice Transformational Leadership and Its Relationship to Teachers' Achievement Motivation from the Teachers' Point of View

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Abstract

This study aimed to identify the degree of the practice of transformational leadership among government school principals in the Directorate of Deir Alla District and its relationship to the achievement motivation of teachers from the teachers' point of view, and to indicate if there is a correlation between the degree of practicing transformational leadership and the level of achievement motivation for teachers, as this study was applied in the academic year 2020/2021, where the researcher used the descriptive survey method for its relevance to this study. The study population consisted of male and female teachers in public schools in Deir Alla district, where the study sample consisted of (24) male and female teachers, where the sample members were males (98) and the number of females reached (142), where the researcher prepared a scale prepared by him, which was used The Transformational Leadership Questionnaire and the Teacher Achievement Motivation Questionnaire, and they were conducted with appropriate indications of honesty and stability. The study concluded the following results: The degree of transformational leadership practice among school principals in Deir Alla district was moderate. The results of the study also showed that the achievement motivation of teachers in government schools was to a large degree. The results of the study revealed a statistically significant relationship between school principals' practice of transformational leadership and the level of achievement motivation. In light of the results, appropriate recommendations were made.

Keywords: transformational leadership, achievement motivation, government school principals.

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INTRODUCTION

Our era has been characterized by speed, as changes are successive and crowded in all aspects of life, and therefore there is an urgent need to review management strategies and types to keep pace with the growing developments and successive crises, and this leads to the emergence of a real and serious need to renew administrative leaders to adapt to reality, reach the desired goals, and develop skills to deal With subordinates, influence their behavior and feelings, motivate them, cultivate mutual trust between them, and build a clear institutional vision that directs them to achieve the set goals. Transformational leadership today is a new entry for change and development and one of the most famous leadership theories for transforming organizations from traditional leadership styles to modern methods.

Motivation is one of the axes of the leaders' interest in institutions, and it is considered one of the means that contribute to raising the productivity of the institution, and it is the force that motivates individuals to perform their work, and arouses in them the desire to achieve and achieve goals. (Al-Ayasra, 2006)

STUDY PROBLEM AND QUESTIONS:

In light of the successive developments that the world has witnessed in various walks of life, and the tremendous development in the accessories of physical and software technology, the Ministry of Education has witnessed a rapid development in keeping pace with events and developments, in order to sustain the work of the education system with all its components. Which in turn led to the emergence of modern leadership patterns that go hand in hand with this great event, and to take advantage of all the options offered to sustain the work.

The problem of the study lies in answering the following questions:

- What is the degree of transformational leadership practice among school principals in Deir Alla District?
- What is the degree of achievement motivation among male and female teachers in the Directorate of Deir Alla District?
- Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between school principals' practice of transformational leadership in the education of Deir Alla district and the level of achievement motivation among teachers?

OBJECTIVES OF THE STUDY

- Knowing the degree of practicing transformational leadership among school principals in the Directorate of Education in Deir Alla District.
- Knowing the degree of achievement motivation among male and female teachers in government schools in

Deir Alla district.

- Identifying the correlation between the practice of transformational leadership by government school principals and the level of achievement motivation among teachers.

THE IMPORTANCE OF STUDYING

THE IMPORTANCE OF THIS STUDY STEMS FROM THE FOLLOWING:

- The study derives its importance from the importance of its subject, which is to identify the degree of transformational leadership practice among the school director in the Deir Liwa Directorate and its relationship to the achievement motivation of teachers in light of the Corona crisis from the teachers' point of view.
- Providing information about transformational leadership and its impact on teachers' achievement motivation, which can be used as a reference for decision makers in the Ministry of Education.
- Contribute to the awareness of the principals of public schools in Deir Alla district of the importance of transformational leadership and its role in increasing the motivation of teachers' achievement.

TERMINOLOGY OF STUDY

TRANSFORMATIONAL LEADERSHIP :

Transformational leadership is defined as “a process through which the leader and followers seek to advance each other to reach the highest levels of motivation and ethics.” (Burns 1978: 20)

Procedurally, it means all the practices carried out by the school principal to accomplish the work required of his school with all its components through his ability to exploit his leadership skills and his ability to harness all available human and technical capabilities in order to achieve the goals of the school.

ACHIEVEMENT MOTIVATION

It is the desire to do a good job, and to succeed in it. This desire is characterized by ambition and enjoyment in competitive situations, the unbridled desire to work independently, and the desire to face and solve problems. (Ghubari: 2008)

Procedurally defined, achievement motivation: is the process of exploiting all potentials, skills and experiences that the teacher possesses in order to provide students with knowledge, experience and skills.

SCHOOL PRINCIPALS: The school principal is defined procedurally: he is charged with managing the organization, direction and development of human and material resources within the school with the aim of improving the quality of the educational output, which is the student.

STUDY LIMITS AND LIMITATIONS

The study was limited to the following limits:

- Time limit: This study was applied in the second semester of the year 2020/2021.
- Spatial limit: the study was limited to government schools in Deir Alla District.
- Human limit: This study was applied to male and female teachers in government schools in Deir Alla district.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES:

FIRST, THE THEORETICAL FRAMEWORK

TRANSFORMATIONAL LEADERSHIP

Educational literature and previous studies differed in defining the concept of transformational leadership, as Mustafa (2008) defined it as the effective role played by the school principal by establishing a relationship of loyalty and respect with teachers, by participating in the decision-making process, so that they are consulted, and work to enable them to become leaders. When the worker feels that he has an active role in management, he will seek to achieve the benefit of the organization in which he works instead of seeking to achieve his own interests. (Mustafa: 2018)

ELEMENTS OF TRANSFORMATIONAL LEADERSHIP

There are many elements that characterize transformational leadership, but the most important are the following: Alia et al. (2010)

- A. Forming strategic visions: Transformational leaders form realistic future visions that connect workers together and focus most of their energies towards organizational goals. Strategic visions represent the essence of transformational leadership. There are some indications that visions are the most important part of transformational leadership, given that visions drive or motivate setting unusual goals, and guide subordinates towards achieving organizational goals, and their feeling that they are better when achieving them.
- B. Communicating the vision: Transformational leaders seek to communicate ideas, as they work to establish or construct a common mental model, for the team or organization as a whole to work with collective efforts towards the desired goals.
- C. Modeling the vision: Transformational leaders do not only talk about the vision as much as they turn words into actions when they formulate the vision. Transformers usually seek to legitimize the degree of reliability

of their visions. Subordinates believe and follow their leaders when their actions match their words. What they wanted from their subordinates outstanding performance.

- D. Enhancing commitment to the vision: To transform the vision into a reality requires the commitment of workers. Transformational leaders reinforce that commitment in several ways. Their words, stories and examples create collective enthusiasm and determination, and thus they work to enhance commitment, and their stability and perseverance reflect images of trust, integrity and integrity in the vision by involving their subordinates in the formulation process. Organization vision.

DIMENSIONS OF TRANSFORMATIONAL LEADERSHIP

Bass believes that transformational leadership has four dimensions: (Nasser: 2010).

1. Gravity and influence.
2. Motivation and inspiration.
3. Intellectual arousal.
4. Individual attention.

CHARACTERISTICS OF A TRANSFORMATIONAL LEADER:

1. The transformational leader sees himself as interested in practicing the processes of changing and developing his organization.
2. The transformational leader is brave and loves calculated risk, whether in thinking, implementation or methods.
3. The transformational leader is able to deal effectively with complex and ambiguous situations and is always looking for opportunities for intonation.
4. The transformational leader believes in the value of the human being.
5. A transformational leader has a genuine orientation toward central moral values acting. Always guided by her.
6. The transformational leader has the ability to learn for life.
7. The transformational leader has the ability to formulate a clear and specific future vision. (Mustafa, 2002)

FUNCTIONS AND TASKS OF A TRANSFORMATIONAL LEADER

realizing the need for change; formulation of the vision and mission; Choosing a change model and paths; composition of the new strategy; Mobilizing commitment through the culture of the organization; Transition management. (Khairy, 2013 AD)

Motivation

Defines achievement motivation as performance in light of the level of excellence and superiority or performance caused by the desire to succeed. (Abdul Latif, 2000)

Motivation components

KHALIFA (2000 AD) BELIEVES THAT MOTIVATION INCLUDES FIVE COMPONENTS, WHICH ARE:

- sense of responsibility.
- Striving for excellence to achieve a high degree of ambition.
- perseverance.
- Realizing the importance of time.
- The ability to plan for the future.

PREVIOUS STUDIES

Looking at the educational literature, we find that there are many studies that dealt with transformational leadership, as well as studies that dealt with teachers' achievement motivation, including:

Grosso conducted a study aimed at identifying the relationship between the behaviors of transformational leaders and the behaviors of faculty members, where the study sample consisted of (49) faculty members, and the study used the descriptive correlative approach. The results of the study showed that faculty members show more job satisfaction due to the style of User leadership, and faculty members believe that having transformational leadership characteristics enables leaders to do their jobs better. (Grosso, 2008)

Shaqwara conducted a study aimed at identifying the degree of transformational leadership practice at the Middle East University from the point of view of the members of its administrative and teaching bodies. The Middle East University, from the point of view of the administrative and teaching bodies, was very high. As for the level of the four dimensions of the questionnaire, the arithmetic mean ranged between very high for the dimension of motivation and inspiration, with an arithmetic mean of (4.39), and high for the dimension of caring for individuals and an arithmetic mean (4.09), while the test did not reveal "T" showed that there were statistically significant differences at the level ($\alpha \leq 0.05$) between the responses of the sample members on three dimensions of transformational leadership, while the study revealed that there were statistically significant differences at the level ($\alpha \leq 0.05$) for the dimension of inspirational motivation and in favor of faculty members. . (Shaqwara, 2012)

On the other hand, Al-Qurashi (2015) conducted a study aimed at identifying the degree of administrative

practices of secondary school principals in the city of Taif and its relationship to achievement motivation among teachers. The researcher used the descriptive survey method, by applying a questionnaire to the study sample, which consisted of (306) male and female teachers. The results of the study were a high degree of administrative practices in the field of decision-making, motivation and follow-up, where the level of achievement motivation came to a high degree among teachers. The study also revealed a correlation between administrative practices and achievement motivation, and the possibility of predicting achievement motivation through administrative practices. (Al-Qurashi, 2015)

The study of Al-Enezi (2005) aimed to identify the level of transformational leadership behavior of Saudi secondary school principals and its relationship to the job performance of teachers. The study was conducted on all secondary school principals in four educational districts in the Kingdom of Saudi Arabia, their number reached (191), and a stratified random sample of teachers was selected in these four areas, with a number of (764) teachers. Two tools were used, one of which was developed to measure the level of transformational leadership behavior of principals, and the second is the "Teachers Job Performance Evaluation Model" prepared by the Saudi Ministry of Education. Among the results of the study are: The low level of transformational leadership behavior for Saudi secondary school principals and the absence of statistically significant differences at the level ($\alpha \leq 0.05$) in the level of transformational leadership behavior due to the variables: specialization, experience, different educational region, low level of performance The functional performance of teachers, and the absence of a statistically significant correlation at the level ($\alpha \leq 0.05$) between the transformational leadership behavior of principals and the job performance of teachers.

Lux (2002) conducted a study aimed at determining the relationship between the practice of transformational leadership in public schools in New York City and the motivation of teachers in those schools, by testing the hypothesis: that the leader's attitude towards transformational leadership increases teachers' motivation to work. The study sample consisted of teachers in (1080) schools, and the multifactorial leadership questionnaire (MLQ) and the job satisfaction survey tool were used as two methods of data collection. The results showed that there was no evidence that transformational leadership had an effect on teacher motivation in schools, and thus the null hypothesis was rejected. The results also showed that the transformational leader is no different from other leaders who use other leadership styles to influence workers' motivation towards work.

Rabeh (2010) conducted a study aimed at identifying the leadership style of principals and its relationship to achievement motivation among primary school teachers. The results of the study concluded that the democratic leadership style is prevalent among managers, and there is a statistically significant relationship between the democratic style and achievement motivation.

Commenting on previous studies

This study was distinguished by addressing the subject of the study, which is to identify the degree of transformational leadership practice among government school principals in the Dir District Directorate and its relationship to teachers' achievement motivation from the teachers' point of view. Where this study agreed with other previous studies through the use of the descriptive survey method, as a method of study, and the use of the questionnaire as a tool for data collection.

By reviewing previous studies, the researcher benefited from them, by formulating the study's methodology, building study tools, in addition to guiding to some Arabic and English sources, in addition to clarifying the points of agreement and differences between the current study and previous studies.

What distinguishes this study is that it is a new study according to the limits of the researcher's knowledge, as its results can be used as a reference for specialists by adopting a new set of policies to support the institutionalization of transformational leadership roles in its four dimensions in public schools by rebuilding traditional leadership skills and mixing them with transformational leadership skills.

METHOD AND PROCEDURE

STUDY APPROACH

The researcher used the descriptive survey method, as it fits with the purpose of this study and the achievement of its objectives.

STUDY COMMUNITY

The study population consisted of all male and female teachers in public schools in the Hashemite Kingdom of Jordan in the Deir District.

THE STUDY SAMPLE

The study sample consisted of male and female teachers in Deir Alla district, where the number of male teachers was (98) and the number of female teachers was (142).

TABLE NO. (1) THE DISTRIBUTION OF SAMPLE MEMBERS ACCORDING TO THE GENDER VARIABLE.

	Categories	Frequencies	Percentage
Gender	Male	98	41%
	Female	142	59%
Total		240	100%

STUDY TOOL

To achieve the objectives of the study, the researcher prepared a transformational leadership questionnaire consisting of four domains and (26) paragraphs, and an achievement motivation questionnaire consisting of (20) paragraphs, to reveal the degree of transformational leadership practice of the school principal in the Directorate of Dir District and its relationship to the achievement motivation of teachers from the teachers' point of view. , by reviewing the educational literature and previous studies related to the subject of the study, where the questionnaire's paragraphs were responded to according to a five-step hierarchy (strongly agree, agree, neutral, disagree, strongly disagree).

TOOL VALIDITY

The apparent validity of the tool was confirmed by presenting this tool in its initial form to a group of specialized arbitrators, whose number reached (10), and based on their opinions, the necessary modifications were made until the tool became in its final form.

TOOL STABILITY

To ensure the stability of the study tool, the test-retest method was verified by distributing the questionnaire, and then redistributing the questionnaire after a period of time to a group of individuals outside the study sample consisting of (100) male and female teachers in public schools in Jordan .

After that, the Pearson correlation coefficient was calculated between their practices in both times with the study tool as a whole, and the reliability coefficient of the test was also calculated using the internal consistency method according to Cronbach's alpha equation, and Table No. (2) shows that.

TABLE NO. (2) STABILITY COEFFICIENT USING CRONBACH'S ALPHA AND PEARSON

Field	Stability Coefficient (Cronbach Alpha)	Stability Coefficient (Pearson)
perceptions as a whole	0.90	0.89

It is clear to us from Table No. (2) that the stability by Cronbach's alpha method was (0.90) and Pearson's method (0.89), and this indicates that the study is characterized by a high degree of stability.

STUDY VARIABLES

This study includes the following variables:

- Independent variables: gender and has two categories (male and female).
- Dependent variables:

Recognizing the degree of transformational leadership practice of the school principal in the Dir Brigade Directorate and its relationship to teachers' achievement motivation in light of the Corona crisis from the teachers' point of view.

STATISTICAL PROCESSING

The researcher calculated the arithmetic means and standard deviations, to answer the study sample for each of the study questions.

Where the pentagonal Likert scale was adopted, and the study tool was corrected as follows (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented digitally (1,2,3,4,5), and the following scale was used for the purposes of the study results :

From 1.00 to 2.33 low.

From 2.34 to 3.67 is average.

From 3.68 to 5.00 High.

It should be noted here that the scale was calculated through the following equation:

$$\frac{\text{maximum}(5) - \text{Minimum}(1)}{\text{The number of required categories}(3)} = \frac{5-1}{3} = 1.33$$

STUDY RESULTS AND DISCUSSION

This part includes a presentation and discussion of the results of the study, as follows:

First: Discussing the results related to the first question of the study

What is the degree of practicing transformational leadership among school principals in Deir Alla District from the teachers' point of view?

To answer this question, the arithmetic averages and standard deviations of the degree of transformational leadership practice among school principals in Deir Alla District were extracted from the teachers' point of view on the paragraphs of each domain separately, as they were as follows:

TABLE NO. (3): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS, THE DEGREE OF TRANSFORMATIONAL LEADERSHIP PRACTICE FOR THE SCHOOL PRINCIPAL IN DEIR ALLA DISTRICT, FROM THE TEACHERS' POINT OF VIEW, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES.

Field	Rank	No.	Item	Arithmetic Mean	Standard Deviation	Level
	4	1	The school leader rooted the impression of the role model	3.74	0.939	High
	2	2	The school leader develops the values and attitudes of teachers	3.64	0.886	Medium
	6	3	The school leader focuses on developing respect in the school	3.63	.930	Medium
	1	4	The school leader motivates teachers to work	3.63	0.956	Medium
	3	5	The school leader demonstrates the required results	3.61	.974	Medium
	5	6	The school leader seeks the public interest	3.55	1.033	Medium
			Gravity and influence	3.63	0.796	Medium
	2	1	The school leader seeks to frame work within a team	3.87	0.860	High
	6	2	The school leader encourages the professional development of teachers	3.77	0.864	High
	7	3	The school leader supports teachers' ambitions	3.74	0.918	High
	1	4	The school leader shares the teachers with the completion of their work	3.74	1.045	High
	3	5	The school leader creates an atmosphere of inspiration and empowerment	3.71	0.910	High
	4	6	The school leader appreciates creativity and innovation	3.68	0.937	High
	5	7	The school leader encourages competition among teachers	3.67	0.917	Medium
			Motivation and inspiration	3.73	0.817	High
	3	1	The school leader adopts participatory thinking	3.75	0.921	High
	1	2	Teachers' opinions are given the attention of the school leader	3.67	0.974	Medium
	5	3	The school leader participates in problem solving	3.63	1.014	Medium
	6	4	The school leader encourages craftsmanship and workmanship	3.60	0.933	Medium
	7	5	The school leader has problem-solving skills	3.57	0.914	Medium
	2	6	The school leader is keen to fulfill the needs of teachers in their profession	3.55	0.898	Medium
	4	7	The school leader raises the element of constructive challenge among teachers	3.52	0.982	Medium
			Intellectual arousal	3.61	0.822	Medium
	3	1	The school leader honors the creative teachers	3.75	1.041	High
	6	2	The school leader cares about talented people	3.70	1.066	High
	2	3	The school leader respects the teachers	3.70	1.118	High
	5	4	The school leader takes the teachers' suggestions	3.59	1.154	Medium
	4	5	The school leader fulfills the wishes of the teachers	3.58	0.990	Medium
	1	6	The school leader applies justice and equality	3.54	1.053	Medium
			Individual attention	3.64	1.055	Medium

Table No. (3) shows that the arithmetic averages of the field of attraction and influence were between (3.55-3.74), where came Paragraph No. (4), which states that “the school leader takes the impression of role models” in the first place, with an average of (3.74), while the Paragraph (5) in the last rank, which states, “The school leader seeks to achieve the public interest,” with a mean of 3.55. The arithmetic mean of the degree of practicing transformational leadership among government school principals in Deir Alla district in the field of attractiveness and influence as a whole was 3.63).

With regard to Paragraph No. (4), which states, “The school leader rooted the impression of role models,” which came in the first place in the field of attractiveness and influence, as this result is attributed to the impact of the behaviors that the school leader follows in front of teachers, and its positive role in moving their internal motives in an attempt to imitate The behaviors and practices of leaders, and its effective role in developing a sense of responsibility and direction towards ideally achieving goals.

It was also shown from Table No. (3) that the arithmetic averages for the field of motivation and inspiration were between (3.67-3.87), where paragraph No. (3), which states, “The school leader seeks to frame the work within a team” came in the first place, with an arithmetic average of (3.87), while Paragraph (4) came in the last rank, which states, “The school leader encourages competition among teachers,” with a mean of (3.67). The arithmetic mean of the degree of practicing transformational leadership among government school principals in Deir Alla district in the field of motivation and inspiration as a whole was 373).

In the field of motivation and inspiration, Paragraph No. (3), which states, “The school leader seeks to frame the work within a team” came in the first place, and this result is attributed to the important role that the leader plays in rooting the work within one team, and its role in unifying efforts. And moving in a specific and consistent direction towards achieving the school's vision and mission.

Also, Table No. (3) shows that the arithmetic averages for the field of intellectual arousal were between (3.52-3.75), where paragraph No. (2), which states, “The leader of the participatory school of thinking adopts” came in the first place, with an average of (3.87). Paragraph (5) came in the last rank, which states, “The school leader raises the element of constructive challenge among teachers,” with a mean of (3.52). The arithmetic mean of the degree of practicing transformational leadership among government school principals in Deir Alla District in the field of motivation and inspiration as a whole was 3.61).

As for the results in the field of intellectual arousal, we find that Paragraph No. (2), which states “The leader of the participatory school adopts thinking” in the first place, as this result, according to the researcher’s opinion, is attributed to the high skills enjoyed by the principals of public schools in Deir Alla district in Breeding constructive ideas from teachers and unifying them in a participatory framework, which in turn leads to effectiveness in the trend towards empowerment at work.

Also, Table No. (3) shows that the arithmetic averages for the field of individual interest were between (3.54-3.75), where Paragraph No. (3) states that “the school leader honors the creative teachers” in the first place, with an average of (3.75), While paragraph (1) came in the last rank, which states, “The school leader applies justice and equality,” with an arithmetic average of (3.54). The arithmetic mean of the degree of transformational leadership practice among government school principals in Deir Alla district in the area of individual interest as a whole was 3.64).

The results of the field of individual interest also indicate that Paragraph No. (3), which states, “The school leader honors the creative teachers” in the first place, and this is due to the school principals’ conviction of the importance of reinforcement and motivation and its repercussions on the progress of the work process, and the positive successive leaps towards reaching the required goals of teachers, which in turn leads to improved educational outcomes.

DISCUSS THE RESULTS RELATED TO THE SECOND QUESTION OF THE STUDY

- What is the level of achievement motivation among male and female teachers in Deir Alla District?

To answer this question, the arithmetic means and standard deviations of the degree of achievement motivation of teachers in schools in the Deir Alla District Directorate were calculated from the teachers' point of view, arranged in descending order according to the arithmetic averages.

TABLE NO. (4) ARITHMETIC AVERAGES, STANDARD DEVIATIONS, AND RANKS OF THE LEVEL OF ACHIEVEMENT MOTIVATION AMONG TEACHERS IN DEIR ALLA DISTRICT SCHOOLS

Rank	No.	Item	Arithmetic Mean	Standard Deviation	Level
1	9	I feel that the way the school leader treats me is reflected in my performance	3.89	0.98	High
2	16	I strive to be the best among my peers	3.83	1.09	High
3	1	I feel appreciated and respected for my efforts	3.79	1.11	High
4	7	I feel good when I do my homework	3.76	1.14	High
5	15	Adhere to the regulations and instructions	3.74	0.86	High
6	19	I feel that the attention of the school administration improves my practical performance	3.73	1.06	High
7	20	I always aspire to achieve the goals of the school	3.72	1.02	High
8	18	Feel justice by the school leader	3.65	0.77	High
9	5	I adhere to the specified times to complete the work required of me	3.64	1.17	High
10	12	I always strive to achieve the vision and mission of the school	3.63	1.16	High
11	4	I feel like I belong in the teaching profession	3.62	1.19	High
12	2	Motivate students to excel	3.60	0.75	High
13	8	I am satisfied with the school leader's management style	3.57	0.92	High
14	6	I feel that job security pushes me to work	3.55	0.95	High
15	13	I am able to identify my weaknesses and try to fix them	3.50	1.17	High
16	10	I feel myself in the teaching profession	3.47	1.03	High
17	11	I feel comfortable while going to school	3.42	0.79	High
18	3	The more I teach, the more I become attached to it	3.36	0.81	High
19	14	I am interested in developing my teaching competencies	3.36	0.77	High
20	17	The school leader understands my special problems	3.30	0.96	High
		Field as a whole	3.61	.098	High

We note from the results of Table No. (4) that the arithmetic averages of the paragraphs ranged between (3.89-3.30), where paragraph No. (9) came, which states, "I feel that the way the school leader deals is reflected in my performance" in the first place, with an average of (3.89), the researcher attributes this result to the fact that the behaviors of the leader's interaction with teachers have a clear impact on motivating the process of completing the work accurately and objectively, and that the teachers' feeling of the educational leader's respect for them on the personal level and job performance contributes significantly to increasing the giving by teachers. The researcher also considers that the way the leader deals with teachers contributes to creating an atmosphere of psychological comfort, which would increase the motivation towards making more efforts and giving.

While paragraph 17) came in the last rank, which states, "The school leader understands my special problems," with a mean of (3.30). Where the researcher attributes this result to the large number of teachers inside the school, which in turn prevents him from identifying the problems of all school workers, in addition to the school leader's focus at times on using his skills in order to accomplish and achieve work goals.

DISCUSSION OF THE RESULTS RELATED TO THE THIRD QUESTION OF THE STUDY

Is there a statistically significant correlation at the significance level ($\alpha \leq 0.05$) between school principals' practice of transformational leadership in the education of Deir Alla District and the level of achievement motivation among teachers?

To answer this question, the Pearson correlation coefficient was used to examine the association between the practice of transformational leadership and achievement motivation, as shown in Table (5).

TABLE (5) PEARSON CORRELATION COEFFICIENT OF THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND ACHIEVEMENT MOTIVATION

Transformational Leadership	Achievement Motivation
Gravity and influence	** .882
Motivation and inspiration	** .774
intellectual arousal	** .872
individual attention	** .789
Total	** .90

Table (5) shows that all the values of the correlation coefficient between the areas of transformational leadership and achievement motivation were positive and statistically significant at the significance level ($\alpha < 0.05$). In turn, to raise the percentage of achievement motivation among teachers, where teachers participate in thinking and work to integrate them into one work team and motivate them, by honoring them in addition to providing an atmosphere of mutual trust, which constitutes a motive for teachers to complete their work accurately and proficiently.

RECOMMENDATIONS

- It is important for public school leaders in Deir Alla District to adopt transformational leadership because of its positive role in achieving the school's goals.
- Working to raise the level of teachers' motivation by school leaders, by motivating them, honoring their efforts, and highlighting their creativity.
- Holding courses by the Jordanian Ministry of Education to provide leaders with transformational leadership skills.
- Choosing qualified educational leaders who believe in the importance of developing transformational leadership skills in supporting the achievement of the school's vision and mission.

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