The Degree of Practicing Transformational Leadership by Education Managers in Karak Governorate from the Point of View of Educational Supervisors

Amani Abed Mahmoud Hamdan
Jordanian Ministry Of Education
Email ID: amanyhamdan840@gmail.com

Abstract
The study aimed to find out the degree of practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors. The study sample consisted of educational supervisors in Karak Governorate; With (207) male and female supervisors in the first semester of the academic year (2021-2022), the study used the descriptive survey method. To achieve the objectives of the study, the study tool was developed and its validity and reliability were confirmed by scientific methods. To analyze the results, the arithmetic means and standard deviations were used, and the researcher used the "T" test to test the significance of the differences for the study variables. The results of the study showed that the degree of practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors was low, and that there were no statistically significant differences in the answers of the study sample due to the practical experience variable, and there were statistically significant differences attributed to the educational qualification variable in favor of postgraduate studies. . In the light of the results of the study, the researcher recommended a number of recommendations, the most important of which are: the necessity of conducting similar studies on transformational leadership on other educational institutions.
Keywords: leadership, transformational leadership, educational supervisor, director of education.
DOI: 10.7176/JEP/14-1-02
Publication date: January 31st 2023

INTRODUCTION
There are many approaches and theories to the subject of leadership, which were presented in trait theory, behavioral theories, and situational theories, but the changing business environment, in addition to the complexity of new organizational processes and structures of organizations, and the accompanying philosophical ideas and trends, impose a renewed view of leadership that appears in modern leadership theories. Among these modern theories is transformational leadership. Transformational leadership, based on a new philosophy compared to previous leadership theories, pushes workers to do more than expected to achieve advanced goals and high levels of performance.

The contemplator in the modern era finds many successive changes and developments that resulted from the knowledge and technology explosion; This made organizations face many challenges in the face of this huge development even in the methods of administrative dealings, as it was important for leaders and administrators to reconsider the methods used in leading the organization towards achieving its goals, as this development and progress produced some methods that may be suitable for some organizations Keeping pace with development by leaders in organizations. This requires the leaders of the various institutions and organizations to be able to keep up with these major changes and bring about change in their institutions and organizations in order to provide more developed and competitive products. One of the best leadership theories and the most belief in change is the transformational leadership theory (Najm 2011).

The effective leadership of any organization, whether it is commercial, industrial or educational, is the necessary basis for creating a suitable base for development and progress, through what this leadership provides of conditions and material and moral capabilities that raise or lower the level of satisfaction and job performance among employees. Public relations for them enhance the bonds of intimacy and belonging, and this is in line with what the transformational leadership aspires to (2010, Rashed). Transformational leadership leads organizations to employ the creativity of workers to achieve the goals of the organization and sets a vision for the future and works to exploit opportunities and develop the creative energies inherent in workers and increases their sense of commitment as it is Through its behaviors, it can change the culture of the organization to the desired directions, create trust between it and the employees, enhance the sense of justice, and increase the values of loyalty to the organization in which they work (2009, Ghaderi).

THEORETICAL LITERATURE:
Transformational leadership works to change individuals and turn them into leaders, and it focuses on values, ethics, standards, and long-term goals, and includes increasing the motivation of individuals, satisfying their

needs, and treating them humanely, and it is a process that falls within charismatic leadership and future vision. Their ability to fulfill the current and future commitments required of them" (2012, Abu Al-Nour). Transformational leadership is an entry point that can be used to describe a wide range of leadership's ability to influence subordinates at the individual level to influence entire organizations and entire cultures. Although the transformational leader plays a pivotal role in accelerating change, subordinates and leaders are linked to each other in the transformational process (2010, Alrigb). Transformational leadership is the process of shaping and upgrading goals and capabilities to achieve distinguished developments stemming from common interests and collective actions.

TRANSFORMATIONAL LEADERS MAKE EFFORTS DISTINCTLY TO ACHIEVE THE GOALS THROUGH (CORDERO, 2012):

1. Vision: Knowing the desired results and how to achieve them.
2. Communication: expressing their ideas through various forms, including symbolic actions and shared meanings.
3. Confidence: To be a predictable personality who is responsible, persistent and dependent on you.
4. Expansion: Knowing and developing strengths, compensating weaknesses and estimating them according to work requirements, and focusing on positive goals.

THE CONCEPT OF TRANSFORMATIONAL LEADERSHIP:

Transformational leadership is seen as a leadership style used by leaders to change the status quo by introducing subordinates to the problems in front of them through inspiration, persuasion and excitement in order to achieve a high level of clarity of vision to achieve common goals (2004, Achua &luiusser). Transformational leadership is defined as an advanced level of leadership that is more comprehensive than others; Because transformational leaders work to transform individuals and organizations to higher and higher levels in terms of performance, productivity and efficiency (Algazo, 2010).

The transformational leader is defined as the leader who raises the level of workers for the sake of achievement and self-development, and he is the one who shows special interest in workers and advises, motivates and inspires them (Al-Sakarna, 2010).

Transformational leaders develop their followers and contribute to planning new directions, mobilizing resources, facilitating employee support and responding to challenges in the organization. Thus, both leaders and followers are raised to a more disciplined and productive level at work (Cordero, 2012). Dimensions of transformational leadership:

The Multifactor Leadership Questionnaire MLQ developed by Bass (2001) referred to in (2011-173: Kirkland 173) included four dimensions of transformational leadership, namely:

The first dimension: the ideal influence (charisma): the leader talks about his values and beliefs, identifies the importance of having a strong sense of purpose, cultivates pride in others for their association with him, goes beyond his own interests for the benefit of the group, acts in ways that lead to the respect of others, takes into account The ethical and professional results of the decisions he makes, and he shows a sense of strength and self-confidence.

The second dimension: caring for individuals: the leader treats others as individuals rather than mere members of a group, and takes care of the individual because he has different needs, capabilities and aspirations than others, and helps others to support their strengths He spends time teaching and training others.

The third dimension: mental stimulation (mental arousal): re-examines critical assumptions to determine whether they are appropriate or not, and looks for different perceptions when solving problems, and suggests new ways of looking at how to complete tasks, urging others to look at problems from different sides. Fourth Dimension: Inspirational Motivation: He talks enthusiastically about what needs to be accomplished, talks optimistically about the future, clarifies the future vision of the organization, stresses the importance of having a collective sense of the organization's mission, expresses his confidence that the goals will be achieved.

TRANSFORMATIONAL LEADERSHIP TRAITS:

Transformational leadership is dominated by an ethical and human character in terms of motivation, inspiration, encouragement and concern for workers.

There are characteristics of the transformational leader mentioned by Al-Qaisi,2010)which are:

1. The transformational leader is committed to the aspects of efficient work, represented by justice, honesty in dealing, and respect for workers; Fair leadership is among the main reasons for success.
2. Attention to employee evaluations and a sincere desire to put the right person in the place
3. Linking the incentive system with objective indicators based on fair, accurate and purposeful performance evaluation for all employees, and interest in achievement that yields long-term results.
4. The concern should be equal and balanced with regard to production, work and workers.

5. Conscious, positive and impartial dealings in resolving conflicts that occur in the organization.
6. Ethical and social commitment to achieve job satisfaction for employees.
7. The production of new leaders, and this is the most important characteristic that distinguishes transformational leadership; It encourages workers to be leaders.

AL-SAKARNA (2010, AL-SAKARNA) REFERRED TO THE ATTRIBUTES AND CHARACTERISTICS OF THE TRANSFORMATIONAL LEADER, WHICH ARE:

1. It has a future vision: it provides a bright future vision of the ideal extent that the administration or organization should reach in the future and how to reach it.
2. He is well versed in communication: he addresses people according to their intellect and according to the characteristics and composition of each individualpsychological and cultural background.
3. Credibility: Employees usually believe in the integrity and integrity of the transformational leader to the extent that some may sacrifice a lot in order to follow the vision of the attractive leader.
4. Group members feel empowered and self-confident: the transformational leader usually helps group members succeed by setting tasks and performance standards appropriate to their level of abilities.

To transform my followers into an image of self-realization, and when they succeed, he shows his appreciation for this success, then gives them more difficult tasks, and so on.

IN ORDER FOR MANAGERS TO ADOPT TRANSFORMATIONAL LEADERSHIP BEHAVIORS, BARLING &KELLOWAN SUGGESTED THE FOLLOWING:

1. Make their decisions more transparent and take into account the respect of subordinates and gain their trust so that they realize that their expectations and trust are consistent with the expectations and trust of leaders.
2. Delegating powers to subordinates and training them on how to deal with work-related problems with new methods and behaviors that express their own thinking and not interest in work situations. 3) That the leader be more enthusiastic and optimistic to the extent that this is transmitted to the subordinates, who may be inspired by this for creativity and loyalty to the mission of the organization.
3. Taking into account the desires and needs of subordinates and praising their efforts (Al-Qaisi, 2010).
4. Despite all that distinguishes transformational leaders, they need training to be more effective, according to Larson, referred to in (2010, Al-Qaisi).

THERE ARE TWO MODELS FOR TRAINING TRANSFORMATIONAL LEADERS:

Education and training in training courses during which classifications of subordinates are conducted, as well as an individual classification of the transformational leadership style of leaders. And the feedback and results of the training. The participation of transformational leaders in areas of work related to transformational leadership and common activities that include brainstorming for successful leader behavior.

In this field, there are several axes for training, namely: Panel discussions: on how to deal with challenges related to the environment.

Applied seminars: which focus on training participants on how to apply modern administrative techniques. Seminars: which focus on presenting vital issues and problems at the local level, at least, and discussing how to deal with them in order to reach recommendations.

TRANSFORMATIONAL LEADER JOBS:
THE TRANSFORMATIONAL LEADER HAS A SET OF FUNCTIONS, NAMELY:

1. **Competition management:**i.e. managing the operations related to the activities of the organization, gathering information and developing the ability to use that information; To increase the competitive advantage, and that is through: Developing comprehensive criteria for success.
    Develop a personal information system and an organizational information system.
Develop a system to deliver information at the right time to the right person.
2. **Complexity management:** It means that the leader deals with a large number of variables at once, regardless of the degree of change, the degree of ambiguity or difference in goals, and the expansion of the geographical area. This can be done through:

By following these steps:

Managing relationships by discerning what relationships should be like with each party. Using feelings in the absence of information to make the appropriate decision. Attempting to achieve a balance between the interests of the parties, no matter how discrepant. 3- Adapting the organization to the global orientation: To achieve this, the leader must do the following:

1. Developing a future vision with a global orientation at all levels.
2. Determine the mission of the organization to reflect the global trend.
3. Changing the pattern of values, convictions and behaviors to suit the global trend.

4. Management of global teams: The leader must form teams capable of achieving the required global communication so that they represent all disciplines, administrative levels, and cultural backgrounds, in addition to the necessity of providing the necessary language skills for the success of the organization's dealings with the international organizations that deal with it.

5. Managing surprises and uncertainty Transformational leaders must develop their intellectual convictions and mental and behavioral preparations to face surprises and continuous changes, and develop their abilities and skills with repeated surprises to make decisions, especially in unstable situations.

6. Department of Continuing Education and Training: Transformational leaders need to create a continuous education and training system in the organization due to the large number of surprises and changes facing organizations that require high ability and skill to deal with them (Al-Qahtani, 2008).

And if the administrative fields in industry, commerce and others need transformational leadership, then it is more appropriate that the educational field needs such a style of leadership, because of what is distinguished by its human and creative ingredients, capable of advancing the educational institution towards its goals, which are represented in raising generations and building leaders. Through intellectual stimulation, inspirational motivation, individual consideration, and other elements and components of transformational leadership.

(Burns, 1978) is the first to propose the idea of transformational leadership, but (Kenneth Lythwood 1992, Lithwood, Duke 1999, Lythwood-Steinback 1994, and Rawn 1993) and others added a lot to the understanding of transformational leadership and studied the benefits of its application in school reform.

ACCORDING TO THIS RESEARCH, THE SCHOOL'S TRANSFORMATIONAL LEADERS ARE IN CONSTANT PURSUIT OF THREE PRIMARY GOALS:

1. Helping faculty members develop and maintain a specialized and cooperative school culture.
2. Strengthening the development of the school.
3. Helping teachers solve problems in a more effective way (2012, Cordero).

The most important characteristic of transformational leadership is its belief in continuous change and development, with a focus on the human aspects of workers. It is clear that transformational leadership seeks to stimulate workers' minds for creativity and production, and it also seeks to make every worker a leader through the participation of workers in decision-making. In education, which deals with human development, keeping pace with development, and preparing future leaders, there is no better leadership than transformational leadership to play this role.

PREVIOUS STUDIES :

Al-Anzi's study (2005, Al-Anzi) aimed to identify the level of transformational leadership behavior of Saudi secondary school principals and its relationship to teachers' job performance. The study was conducted on all secondary school principals in four educational regions in the Kingdom of Saudi Arabia, their number reached (191) principals, and a stratified random sample of teachers in these four regions, whose number reached (764) teachers, was selected. Two tools were used, one of which was developed to measure the level of transformational leadership behavior of principals, and the second is the "Job Performance Evaluation Form for Teachers" prepared by the Saudi Ministry of Education. Among the findings of the study are: low level of transformational leadership behavior of Saudi secondary school principals and the absence of statistically significant differences at the level (0.05 > a) in the level of transformational leadership behavior due to the variables: specialization, experience, the difference in the educational region, and the low level of performance. There is no statistically significant correlation at the level of (a > 0.05) between the transformational leadership behavior of principals and the job performance of teachers.

Badah (2013, Badah) conducted a study aimed at knowing the nature of the relationship between transformational leadership of deans of private community colleges in Jordan and organizational culture. A questionnaire was used and distributed to 185 faculty members, and the results revealed that the degree of practicing transformational leadership is average, and that there is a relationship between the practice of ethical leadership and organizational culture.

And Alham (2014, Alhim) conducted a study aimed at defining the concept of transformational leadership and revealing the reality of the practice of transformational leadership by school principals of the first cycle of basic education in the Republic of Egypt. The descriptive approach was used, and the researcher adopted a questionnaire addressed to the principals and teachers of the first cycle basic schools in Egypt. The study concluded that principals practice transformational leadership to a moderate degree from the point of view of their teachers.

In the study of Tesfaw&Akalu (2014, Tesfaw&Akalu), which aimed to determine the relationship between following the transformational leadership style of secondary school principals and the job satisfaction of teachers, the researcher used the descriptive method and used the questionnaire on a random sample of 320 teachers in secondary schools in Ethiopia. She indicated that there is a moderate positive relationship between

transformational leadership and job satisfaction among workers. The study recommended the need to follow the transformational leadership style.

Wahab and Wahab (2014) also conducted a study aimed at determining the level of transformational leadership practices by school principals in national schools in Temerloh district in Malaysia. The study used the descriptive method, and the questionnaire was applied to a sample of 240 teachers in ten primary schools in Temerloh district. The results showed that the level of transformational leadership practice for the principals of these schools was high.

Abdel-Aal and Sheldan (2016, Abdel-Aal, &Sheldan) conducted a study aimed at identifying the degree of availability of moral leadership traits among secondary school principals in Gaza Governorate and its relationship to the level of professional affiliation of their teachers.. The researcher used the analytical descriptive approach and used two questionnaires distributed to a random sample of school teachers Secondary school in Gaza amounted to 387 individuals. The results showed that the degree of availability of transformational leadership traits among secondary school principals in Gaza was medium. There are no statistically significant differences in the answers of the study sample about the availability of ethical leadership traits among their managers due to the variables of gender, educational qualification and practical experience.

SUMMARY OF PREVIOUS STUDIES

Previous studies focused on the subject of transformational leadership and its relationship to some variables such as the variable of job satisfaction as in the study (Al-Anzi, 2005) and the study of Tesfaw&Akalu (2014, Tesfaw&Akalu) and the variable of organizational culture as the study of Badah (Badah 2013). All of them used the questionnaire as a tool for the study.

The current study agreed with previous studies in terms of dealing with the subject of transformational leadership, and the use of the descriptive survey method, and agreed more with the study of Alham (2014, Alhim) and the study of Wahab & Abdul et al. (2014, Wahab & Abdul et al.) in terms of measuring the degree of practicing transformational leadership.

The current study was distinguished from previous studies in dealing with the degree of practice of transformational leadership by education managers in Karak Governorate, as it is one of the rare studies, as far as the researcher knows, that dealt with the practice of education managers for transformational leadership, as it was distinguished in the study population and the sample, as the society in this study consisted of Educational supervisors in Karak Governorate.

The researcher benefited from the previous studies in identifying and selecting the study sample, building the study tool, presenting the theoretical framework, interpreting the results, the study procedures, and statistical treatment. The problem of the study:

In view of the tremendous educational and cognitive developments that characterize the current era, it is necessary to emphasize the role of education managers and how they lead their educational institutions in a way that develops the leadership behavior of all employees in these institutions, and the director of education as an educational leader performs multiple administrative and technical roles, affecting the behavior of workers from In order to improve the educational process quantitatively and qualitatively, and lead the educational institution to change the current situation and achieve satisfaction among workers and develop their creativity. Transformational leadership has become one of the types of leadership that is considered effective because it overcomes the defects of other leadership styles, and is influential in the nature of the voluntary relationship between workers in the educational institution. Transformational leadership also has an important role in developing leadership behavior, discovering leaders, and developing creativity among workers. Therefore, the researcher justified conducting this study. To find out the reality of the practice of transformational leadership by education directors in Karak Governorate.

THE IMPORTANCE OF STUDY

The importance of the study is embodied in the following points:
1. This study is one of the rare studies within the researcher's knowledge, and thus it represents a new addition to the Arab and Jordanian libraries.
2. It is hoped that the results of this study will benefit the directors of education in Karak Governorate by introducing them to the reality of their practices of transformational leadership.
3. It is hoped that the results of this research will be useful to decision makers when appointing directors of education, and may also be useful in preparing training programs for directors of education in Jordan.

THE AIM OF THE STUDY AND ITS QUESTIONS:

The current study aims to identify the degree of practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors, by answering the following two questions:
1. What is the degree of practice of transformational leadership by education managers in Karak governorate

from the point of view of educational supervisors?

2. Do the answers of the study sample differ to the degree of the practice of transformational leadership by education directors in Karak Governorate from the point of view of educational supervisors, according to the variables (practical experience, academic qualification)?

STUDY TERMINOLOGY:

The study included one term, which required its conceptual and procedural definition:

Transformational Leadership: Defined as an advanced level of leadership that is more comprehensive than others; Because transformational leaders work to transform individuals and institutions to higher and higher levels in terms of performance, productivity and efficiency (Invasion, 2010).

As for the procedural identification of transformational leadership, it is: a leadership style practiced by the Director of Education in Karak Governorate, in order to raise the degree of workers' satisfaction, convictions, and loyalty, and motivate them to work hard, and deepen the degree of their willingness to adopt the tasks to be accomplished, as measured by the responses of educational supervisors on the paragraphs of the transformational leadership questionnaire used. In the current study.

THE LIMITS OF THE STUDY:

The limits of the study are limited to the following:

Human and spatial limits: The study was limited to educational supervisors in Karak Governorate.

Temporal boundaries: The results of the study are determined in the temporal context in which it was conducted, which is the academic year 2021/2022 AD.

STUDY LIMITATIONS:

The generalization of the results of this study remains subject to the following spatial, temporal and methodological determinants:

1. This study is limited to measuring the degree of practice of transformational leadership by education directors in Karak Governorate, according to the study tool prepared by the researcher for this study.
2. This study is limited to educational supervisors in Al-Karak Governorate in the year (2021/2022) to the exclusion of others.

METHOD AND PROCEDURES

It includes the methodology of the study, its community, its sample, the study tool, and the statistical methods used.

STUDY METHODOLOGY

This study followed the descriptive survey method, due to its suitability to the nature of the current study:

THE STUDY POPULATION AND ITS SAMPLE:

The study population consists of (264) educational supervisors. The sample of the study was taken after excluding (20) members who were subjected to the tool stability test. Their number reached (207) male and female supervisors.

PERSONAL CHARACTERISTICS OF THE STUDY SAMPLE:

The following is a presentation of the study sample according to personal characteristics and traits:

TABLE (1) SHOWS THE DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO THE VARIABLES OF PRACTICAL EXPERIENCE AND EDUCATIONAL QUALIFICATION.

Variable	Categories	NO.	Percentage
Experience	Less than 15 years	84	40.6
	More than 15 years	123	59.4
	Bachelor	86	41.5
Qualification	Postgraduate	121	58.5
	Total	207	100

STUDY TOOL:

The researcher used two main sources to collect data and information, namely:

1. **Secondary Sources:** In the theoretical aspect of the research, the researcher relied on secondary data sources, which were the relevant Arabic and foreign books and references, periodicals, articles, reports, and previous research and studies that dealt with the subject of the study as a study (Badah, 2013) and a study (Abd al-Aal and Shaldan, 2016), in addition to searching and reading on various internet sites.

2. **Primary Sources:** To address the analytical aspects of the research topic, the researcher resorted to collecting primary data through the questionnaire as a main tool for the study, designed specifically for this purpose, and distributed to the study sample, which consisted of (207) respondents.

STEPS TO BUILD THE QUESTIONNAIRE:

The questionnaire was built to measure the degree of practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors, based on the objectives of the study and its variables, and referring to previous studies such as the study of Al-Sharifi and Al-Tanah (2010) and taking the opinions of experts in this field. The questionnaire consisted of (18) paragraphs.

The first section: It includes personal data about the respondent, namely: (years of practical experience, academic qualification).

The second section: It includes (18) paragraphs that question the degree of practice of transformational leadership by education directors in Karak governorate from the point of view of educational supervisors.

A five-point Likert scale was chosen. Because it is one of the most used scales for its ease of understanding and balance of scores; Where the sample subjects subject to the test indicate the extent of their agreement with each statement of the variables, weights were given to each of the responses as shown in the following table.

Very low Agree	Low Agree	Average Agree	Highly Agree	VeryHighly Agree
1	2	3	4	5

The response level for each paragraph was graded according to the five-point Likert scale, and the results judgment scale was used, which was divided into (high, medium, low) according to the following criteria:

(higher values – lower values/3) = 1.33

Thus, if the arithmetic average of the respondents' responses ranged between (1-2.33), then the degree of development is low, and if the average of their responses ranged between (2.34-3.67), then the degree of development is medium, and it is high if the arithmetic mean is (3.68) or more.

THE VALIDITY OF THE QUESTIONNAIRE:

The sincerity of the questionnaire means that its questions measure what they were set to measure. The researcher developed the study questionnaire in its initial form, consisting of (20) paragraphs, and confirmed its validity through the following: The researcher sought their opinions and made the necessary deletion and modification in the light of the proposals presented. Where he excluded three paragraphs due to lack of consensus (80%) of the judges on them; This is due to the similarity of these paragraphs with other paragraphs, or because they are not valid in this study, and he added one paragraph based on the opinions of the arbitration committee, and thus the questionnaire came out in its final form consisting of (18) paragraphs.

RESOLUTION STABILITY:

It means that this questionnaire gives the same result if it is redistributed more than once under the same circumstances and conditions, or in other words, that the stability of the questionnaire means stability in the results of the questionnaire and not changing it significantly if it was redistributed to the sample several times during periods of time. specific. In order to ensure the stability of the tool, the internal consistency was calculated on a survey sample from outside the study sample, numbering (20) according to the Cronbach alpha equation, as it reached (0.92), and this ratio was considered appropriate.

FOR THE PURPOSES OF THIS STUDY.
STUDY VARIABLES:
THE STUDY INCLUDED A SET OF VARIABLES, AS FOLLOWS:

1- Intermediate Independent Variables: The study included three independent variables.
2- Academic qualification: it has two categories: Bachelor + higher diploma, and postgraduate studies. B-Practical experience, and it has two levels: less than 15 years, 15 years and over).
3- Dependent variables: The study included one dependent variable, which is: the degree of practice of transformational leadership by education managers in Karak Governorate from the point of view of educational supervisors.

THE STATISTICAL METHODS USED:

The researcher used the following statistical methods in processing the study data:

1. Percentages, frequencies, arithmetic mean, and standard deviations: This is mainly used for the purposes of knowing the frequency of categories of a variable, and is useful to the researcher in describing the study sample.
2. Cronbach's Alpha test and Pearson's correlation coefficients to determine the stability of the questionnaire items.

3.   A T-test was used to compare the averages of the study variables.

RESULTS

After applying the study tool, the respondents' responses were collected and converted into scores. Arithmetic averages and regression tests were calculated to find the degree of the practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors, at the level of significance (0.05 = a).

First: Results of the first question: What is the degree of practice of transformational leadership by education directors in Karak governorate from the point of view of educational supervisors?

The arithmetic mean of the answers of the study sample was calculated based on the value of each of the paragraphs, as follows:

TABLE (2): MEANS, STANDARD DEVIATIONS, AND THE RELATIVE IMPORTANCE OF THE DEGREE OF PRACTICE OF TRANSFORMATIONAL LEADERSHIP BY EDUCATION MANAGERS IN KARAK GOVERNORATE FROM THE POINT OF VIEW OF EDUCATIONAL SUPERVISORS.

NO.		Arithmetic Mean	Standard Deviation	Percentage
3	Shows strength and confidence	3.86	1.14	High
1	He talks about values constantly	2.86	2.09	Average
7	He is respected by others	2.73	1.04	Average
8	Raises awareness of important issues	2.47	0,97	Average
2	Focuses on the collective message	2.45	1.12	Average
13	Looking for different opinions	2.27	1.06	Average
4	It goes beyond self-interest	2.26	1.34	Low
5	He speaks enthusiastically with the workers	2.25	0.82	Low
9	Instills self-confidence in employees	2.10	0.97	Low
14	Reconsider assumptions	2.08	1.09	Low
16	Focuses on the strengths of the employees	2.05	0.95	Low
10	It proposes new ways of working	2.04	0.98	Low
18	He talks about the future optimistically	2.03	0.89	Low
17	Observes ethical aspects and rules	2.01	0.97	Low
12	Delegate powers	1.94	1.02	Low
11	Gives special attention to each individual	1.95	0.85	Low
15	It enhances the self-confidence of the workers	1.84	1.03	Low
6	It enhances the leadership aspects of employees	1.69	1.07	Low
	Total	2.27	1.08	Low

It is clear from table (2) that the degree of the practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors was weak, as indicated by the arithmetic mean (2.27). The highest approval paragraph was the third paragraph, which states, "It shows strength and confidence"; Its arithmetic mean was (3.86), which is a high score. The least agreeable paragraph was the sixth paragraph, which states: "It enhances the leadership aspects of employees"; Where the arithmetic average was (1.69), which is a weak score.

Second: The results of the second question: Do the answers of the study sample differ to the extent of the practice of transformational leadership by education directors in Karak governorate from the point of view of educational supervisors, according to the variables (practical experience and academic qualification)?

THE WORK EXPERIENCE VARIABLE:

The T-test was applied to the scores of the questionnaire items for the practical experience variable categories, and the results were as shown in the following table:

TABLE (3) T-TEST TO STUDY THE EFFECT OF PRACTICAL EXPERIENCE VARIABLE.

Experience	Category	NO.	Arithmetic Mean	Standard Deviation	F	SIG
The degree of practicing transformational leadership by education managers in Karak Governorate from the point of view of educational supervisors	Less than 15 years	84	2.19	0.68	2.34	0.15
	More than 15 years	123	2.33	0.640		

It is noted from Table (3) that the level of significance of the study items as a whole was greater than (0.05), and therefore the degree of education managers in Karak governorate practicing transformational leadership

from the point of view of educational supervisors does not differ according to their practical experience.

2- **The educational qualification variable:**

The T-test was applied to the scores of the questionnaire items for the academic degree variable categories, and the results were as shown in the following table:

TABLE (4) T-TEST TO STUDY THE EFFECT OF THE EDUCATIONAL QUALIFICATION VARIABLE.

Experience	Category	NO.	Arithmetic Mean	Standard Deviation	F	SIG
The degree of practicing transformational leadership by education managers in Karak Governorate from the point of view of educational supervisors	Bachelor	84	2.14	0.56	9.38	0.02
	Postgraduate	123	2.36	0.71		

It is noted from Table (4) that the level of significance of the study items as a whole was less than (0.05); Therefore, the degree of practice of transformational leadership by directors of education in Karak governorate differs from the point of view of educational supervisors, the variable of academic degree. The differences were in favor of graduate students.

DISCUSS THE RESULTS

Discussing the results related to the first question, "What is the degree of practice of transformational leadership by education managers in Karak Governorate from the point of view of educational supervisors?"

The results of the study showed that the degree of practicing transformational leadership by education managers in Karak Governorate from the point of view of educational supervisors was low in terms of the arithmetic mean (2.27). The highest approval paragraph was the third paragraph, which states, "It shows strength and confidence"; Its arithmetic mean was (3.86), which is a high score. The least agreeable paragraph was the sixth paragraph, which states: "It enhances the leadership aspects of employees"; Where the arithmetic average was (1.69), which is a low score. This result indicates that the directors of education in the governorate of Karak do not practice transformational leadership; The researcher attributes this result to the fact that directors of education are chosen in traditional ways without focusing on the leadership skills they possess, as well as to the lack of training courses for directors of education to practice transformational leadership. This result can also be attributed to the nature of bureaucratic work that prevails in the directorates of education. This result can also be attributed to the lack of knowledge of the importance of transformational leadership in educational work and its role in achieving creativity among workers.

The result of the current study agreed with the result of the study (Al-Anzi, 2005), and the result of the current study differed with the results of the study of Badah (2013, Badah), the study of Alham (2014, Alhim), the study of Wahab and Abdul (2014, Wahab, Abdul, et, al) and the study (2014). Abdel-Al and Shaldan, 2016).

Discussing the results related to the second question, "Do the answers of the study sample differ to the degree of the practice of transformational leadership by education managers in Karak governorate from the point of view of educational supervisors, according to the variables (practical experience and academic qualification)?"

1- Practical experience variable: The results of the study indicated that the degree of education managers in Al-Karak governorate practiced transformational leadership from the point of view of educational supervisors, according to their practical experience. The researcher attributes this result to the fact that the nature of the work of directors of education has not changed with the passage of time. Therefore, all supervisors, regardless of their practical experience, see that the practice of transformational leadership among directors of education is weak, as there has been no radical change in the leadership practices of directors of education, but rather the traditional management style has remained. is prevalent. This result agreed with the result of the study of Al - Anzi(2005 , Al - Anzi) and the study of Abdel Aal and Shaldan . (Abdul-Aal, &Sheldan, 2016)

2- Educational qualification variable: The results of the study showed that there is a difference in the degree of practice of transformational leadership by education managers in the capital, Amman, from the point of view of educational supervisors, due to the educational degree variable. The differences were in favor of graduate students. The researcher attributes this result to the fact that educational supervisors with postgraduate studies are more familiar with the attributes and dimensions of transformational leadership, as well as more familiar with how education managers evaluate and fill out a questionnaire for the study because they may have used it in their postgraduate studies. transformative. This result differed with the result of the study of Al-Anzi (2005, Al-Anzi) and the study of Abdel-Aal and Shaldan. (Abdul-Aal, &Sheldan, 2016)

RECOMMENDATIONS:

In light of the results of the study, the researcher recommends the following:

1- The need to adopt transformational leadership as a leadership style that follows the leadership of educational

institutions and work to provide the requirements for applying the transformational leadership style in educational institutions such as participation in decision-making, solving and developing development plans, good example, and an environment that develops creativity and allows them to apply their visions to practical problems.

2- Focusing on the attributes of transformational leadership when choosing directors of education.
3- Holding courses specialized in the subject of transformational leadership for directors of education.
4- Conducting more studies to reveal the reality of the practice of transformational leadership in educational institutions.

REFERENCES

Abdel-Aal, K, and Shaldan, F. (2016), The degree of availability of transformational leadership traits among secondary school principals in Gaza Governorate and its relationship to the level of professional affiliation of their teachers, **unpublished master's thesis**, Islamic University, Gaza.

Abu Al-Nour, M. (2012). **Factors influencing patterns of leadership behavior among women leaders in local community organizations (a case study on civil society organizations in Rafah Governorate).** A search for a higher diploma in the management of civil society institutions, Gaza: The Islamic University.

Achua , C , &luissier , R. (2004) : **leadership theory application** , skill development , Thompson corporation , south western , pp338-372 .

Al-Qaisi, H. (2010). **Educational administration: principles - theories - trends**. Amman: Dar Al-Manhaj for publication and distribution.

Al-Raqeb, A.; (2010). The relationship of transformational leadership to the empowerment of workers in the Palestinian universities in the Gaza Strip. **(unpublished master's thesis),** Gaza: Al-Azhar University.

Badah, A. (2013), Transformational leadership and its relationship to the organizational culture of deans of private community colleges in Jordan, *International Journal of Educational Research*, No. 34, pp. 1-23.

Gaderi , E. (2009) , transformational leadership the main component of the development and promotion of oi , **jornal of the age of management** , 12/13

invasion, F. (2010). Leadership and administrative supervision. Amman: Dar Osama for publication and distribution. Al-Qahtani, S. (2008). **Administrative leadership: the shift towards a global leadership model**. Riyadh: Obeikan Library.

Kirkland , K. (2011) . **The effect of emotional intelligence on emotional competence & transformational leadership** . ProQuest UMI Dissertation Publishing No. 3443941.

Muliam, h. (2014) The role of transformational leadership in improving the administrative performance of principals of basic education schools in the Arab Republic of Egypt, an **unpublished master's thesis**, Faculty of Education, Fayoum University.

Najm, A. (2011). **Administrative leadership in the twenty-first century**. Jordan: Dar Safa for publication and distribution.

Rashid, M. (2010). **Patterns of managerial behavior of leaders and managers and their relationship to job satisfaction for their subordinates.** PhD thesis, Damascus: University of Damascus.

Sakarna, b. (2010). **Effective administrative leadership**. Amman: Dar Al Masirah for publication and distribution.

Tesfaw ,tadeleakalu (2014) **the relationship between transformational leadership and jop satisfaction : the case of government secondary school teachers in Ethiopia : educational management administration & leadership** , v42 , n6 , nov 2014 , p.p903-918.

Wahab ,jamalullailabdul ; et , all . , (2014) **headmasters transformational leadership and their relationship with teachers ' jop satisfaction and teachers ' commitments** , international education syudies , v7 n13 , p.p40-48.