

nothing fixed and true always, and there is nothing that cannot be challenged, dispensed with, or even removed.

There is no doubt that the availability of the feature of creative encouragement among the leaders working in educational supervision in Riyadh contributes significantly to the success of its work, especially since it is among their tasks to establish periodic educational meetings for school principals and agents to discuss everything related to aspects of the educational process and the performance of those in charge of it and develop appropriate plans for its development and upgrading.

2.1.3.4. Individual View or (Individual Consideration or Individual Interest)

It is the set of behaviors through that the leader can give personal attention to each subordinate, by identifying the level of the needs and desires of each subordinate and taking into account the individual differences between subordinates when satisfying these needs, as caring for individuals is a service, sacrifice, and altruism of the Transformational leadership so that it is not just a supervisory authority over these individuals.

Individual considerations indicate the extent to which the leader cares about the individual needs of followers, as individual differences and differences between employees need a leader who has the ability to understand them accurately to be dealt with in an exemplary manner, and to ensure the achievement of the organization's goals.

This leadership works to excite them and communicate with them on a permanent basis, and it is responsible for providing training and continuing education for them and giving them various opportunities. Transformational Leaders focus attention on developing their subordinates towards them to be transformative as well, and they also emphasize common goals that can be achieved [12]. Also, the individual view means the leader's interest in his subordinates and his awareness of the principle of individual differences and dealing with each worker in a specific way that suits his interests, because the needs of subordinates are characterized by privacy, their needs are not the same to achieve further growth and development.

According to this dimension, the leader gives special attention to the feelings of individuals, as the leader prepares himself as a coach for the subordinates and an advisor to them, keen on forming strong relationships with them and providing an institutional climate that supports the learning process and encourages independence, innovation, and renewal. The coach and a mentor should develop the skills and potential energies of each individual, which generates in the individual a sense of distinction and personal appreciation that motivates him to achieve, this requires the leader to take into account the individual differences between individuals and treat them with respect and to be a good listener to them and give them confidence and reassurance when talking about anything, and there is a set of indicators for individual considerations, which are as follows [13]:

- Recognizing the differences between individuals in terms of strengths and weaknesses.
- Good listening to subordinates.
- Encouraging subordinates to exchange views.
- Promoting the idea of self-development.

Therefore, the individual view or individual consideration means that the transformational leader pays special attention to the needs that each follower enjoys in terms of his development and achievement, and it is considered individually when leaders pay special attention to the needs of workers for achievement and development, they provide empathy, support, and guidance that affect the well-being of workers [14].

Here, it can be said that the availability of Individual consideration among the leaders working in the supervision offices in Riyadh contributes to the success of their work, especially since one of their tasks is to take care of distinguished teachers, benefit from their experiences and provide incentives to them.

2.2. Study Literature

Al-Mansour [15] conducted a study on "The degree of Transformational leadership practice of secondary school leaders in Qatif Governorate and its relationship to the level of organizational loyalty among teachers." The descriptive analytical approach was used through a questionnaire that was applied to a simple random sample of secondary government school teachers in the Qatif Education Office. The study indicated that the degree of Transformational leadership practiced by secondary school leaders in Qatif Governorate from the teachers' point of view was significant with a mean of (3.9).

Hassan et al. [16] conducted a study on "The degree of school leaders' practice of Transformational leadership in Jeddah from the teachers' point of view." The researcher used the descriptive approach, and a questionnaire was applied to a sample of teachers. It reached (3.81), and the dimensions were arranged in decreasing order as follows: after attractiveness and ideal influence with a mean of (3.90), after individual consideration with a mean of (3.87), and after motivation and inspirational motivation with a mean of (3.75), and after intellectual stimulation with a mean of (3.64). The results also indicated that there were no statistically significant differences at the significance level (0.05) according to the variables of the educational stage, educational qualification, and experience years.

Al-Jamal [17] conducted a study on "The practice of Transformational leadership by the heads of departments of education directorates in Al-Khalil Governorate and the obstacles to its application". The study followed the descriptive analytical approach, and the study population consisted of (318) subordinates and (51) department heads, and for the purposes of data collection, a questionnaire was used. The results of the study indicated that the degree of transformational leadership practiced by the heads of

departments of education directorates in Al-Khalil governorate was average and that the highest areas of transformational leadership practice were the area of individual consideration, followed by inspirational motivation, ideal influence and finally stimulation to thinking. The results also showed that there were no statistically significant differences in the degree of transformational leadership practiced by the heads of departments of education directorates in Al-Khalil governorate due to the variables of years of service, while it was found that there were statistically significant differences in the degree to which the heads of departments of education directorates in Al-Khalil governorate practiced transformational leadership due to the variable Qualification.

Al-Batoush [18] conducted a study on "The degree of Transformational leadership practice among government secondary school principals in southern Jordan and its relationship to teachers' morale from their point of view." The descriptive correlative approach was used, and the researcher selected the study sample by a relatively random method, where the study sample reached (540) male and female teachers, and to achieve the goal of the study, the questionnaire was relied on, and the results showed that the degree of Transformational leadership practice among government secondary school principals in southern Jordan was average, and it was found that there were no statistically significant differences attributed to the variable experience years and the variable of educational qualification.

Al-Dulaimi [19] conducted a study on "The Impact of Transformational leadership Practices in Achieving Entrepreneurship: A Field Study in Iraqi Private Colleges", and the study population consisted of all Iraqi private colleges in the province of Baghdad, which numbered (24) colleges, and the researcher relied on the intentional sampling method, to study population, the questionnaire was used as a mean to obtain data, and the questionnaire was distributed to senior management workers in private colleges in Iraq. The study reached several results, the most important of which are: that the means of the transformational leadership variables as a whole came at the high level, the variable (attractiveness and effect) ranked first, then the variable (inspirational motivation) came in the second place, then the variable (attention to individual feelings ranked third, and finally Came variable (intellectual stimulation).

Jacques [20] conducted a study on "The extent of secondary school principals' practice of transformational leadership and its relationship to the motivation of teachers at work." The researcher used the descriptive analytical approach, and a questionnaire was applied to (216) teachers. The study concluded that the practice of transformational leadership by secondary school principals in London from the point of view of their teachers was moderate, and there were no statistically significant differences at the

significance level (0.05) in London for transformational leadership from the point of view of their teachers according to experience and educational qualification.

Nugroho [21] conducted a study on "The relationship between transformational leadership, teacher satisfaction, school performance, and their desire to leave work." The study was applied to primary schools in an educational area with a large number of students in England, and the study sample was (401) teachers. The study found that transformational leadership is one of the most important and most effective leadership styles in all organizations, including government educational organizations, and the transformational leadership of the school principal was not directly related to school performance and leaving work, but rather job satisfaction was a mediating factor between these two variables.

Gorgulu [22] conducted a study on "Transformational leadership and teacher motivation during high schools in New York." The study sample consisted of original teachers in (712) schools in New York City. The leadership and management tools in schools and the job satisfaction survey tool were used. There is no evidence that transformational leadership has an impact on the motivation of teachers in city schools, and that the Transformational Leader does not differ from other leaders who use other leadership styles in affecting teachers' motivation towards work.

Kedir [23] conducted a study on "The transformational leadership characteristics of high school principals and their relationship to teacher affiliation from the viewpoint of teachers in Philadelphia." The study population consisted of all male and female teachers in secondary schools in Philadelphia, numbered (1620) male and female teachers, and a random sample of (416) male and female teachers were selected, and the descriptive survey method was used, and a mean of (3.9).

Sirin [24] conducted a study on "Secondary school principals in the Sydney area practice some of the transformational leadership tasks and their relationship to teacher affiliation from the point of view of principals and teachers." The study used the descriptive analytical approach, and the study was applied to a sample of (260) teachers. The results of the study showed that the practice of secondary school principals in the Sydney region for some transformational leadership tasks was high from the point of view of principals and teachers.

2.2.1. Commenting on Previous Studies

The previous studies dealt entirely with the issue of Transformational leadership in different directions. All studies used the descriptive approach in their survey style, whereas all previous studies used the questionnaire as a tool for collecting information, but it was noted that previous studies did not address the issue of the availability of Transformational leadership characteristics among leaders working in supervisory offices in Riyadh.

3. Methodological Study Procedures

3.1. Methodology

The study relied on the descriptive approach in its survey style, where the views of the study community on this subject were surveyed, and the information was described, and using this approach provides the opportunity to obtain accurate information and data about the study problem from the sample items that represent the studied community.

3.2. The Study Sample and Population

The study population is represented by the subordinates in the supervision offices (men) at the Ministry of Education in Riyadh in the Kingdom of Saudi Arabia, their total number is (408) [25], “subordinates are employees who do not occupy the position of head of department, manager, or general manager”, the researcher selected a random sample of (200) of the total study population, and questionnaires were distributed to them, and the volume of return from the questionnaires amounted to (181) questionnaires.

3.3. Data Collection Tool

The researcher relied on a questionnaire, which includes several Axes according to the questions and objectives of the study in collecting data; the questionnaire was subjected to measures of validity and reliability. After the initial design of the questionnaire, it was presented to the evaluation committee and experts in research in the field of Educational Administration, and after the assessment of the evaluation committee, the items of the questionnaire were reformulated according to the views of the committee. After confirming the apparent validity of the study tool, the Pearson correlation coefficient was calculated to find out the internal validity of the questionnaire, the correlation coefficient was calculated between the degrees of each of the questionnaire's items: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration; with the total score of the axis to which the phrase belongs. The result was as follows:

Table 1. Pearson's correlation coefficients between the degree of each of the phrases of the study axis and the total score for each axis

Phrase No.	Correlation coefficient	Phrase No.	Correlation coefficient
Idealized influence			
1	0.649**	5	0.702**
2	0.668**	6	0.726**
3	0.722**	7	0.746**
4	0.745**	8	0.686**
Inspirational motivation			
1	0.777**	5	0.673**
2	0.655**	6	0.735**
3	0.689**	7	0.578**
4	0.686**	8	0.781**
Intellectual stimulation			
1	0.640**	5	0.668**
2	0.481**	6	0.745**
3	0.612**	7	0.719**
4	0.791**	8	0.704**
Individual consideration			
1	0.600**	5	0.793**
2	0.636**	6	0.781**
3	0.746**	7	0.740**
4	0.825**	8	0.774**

** Indicates a significance level at 0.01 or less

It is clear from the previous table that the values of the correlation coefficient of each of the items with its axis are positive and statistically significant at the significance level (0.01); which indicates the validity of its consistency with its axis.

For measuring the reliability of the study tool (the questionnaire), the researcher used Cranach's alpha coefficient to ensure the reliability of the study tool, Cronbach's alpha coefficient is a measure of internal consistency for statistical tests, and internal consistency or reliability is the extent to which a group of elements relates to each other as a consistent group. The result was as follows:

Table 2. Cranach's alpha reliability coefficient for the study Axis

Axles	Phrase No.	Cranach's alpha coefficient
Idealized influence	8	0.847
Inspirational motivation	8	0.917
Intellectual stimulation	8	0.878
Individual consideration	8	0.932
Leadership practice of transformational leadership behavior	32	0.908

It is clear from Table 2 that the reliability coefficient of the study axis is high, and indicates that the questionnaire has a high degree of reliability that can be relied upon in the field application of the study.

3.4. Statistical Treatment Methods

For achieving the objectives of the study and data analysis, many appropriate statistical methods were used using the Statistical Package for Social Sciences (SPSS), after the data was encoded and entered into the computer.

Repetitions and percentages were calculated to identify the personal and functional characteristics of the study items and to determine the responses of its phrases to the main axis items included in the study tool.

The Pearson correlation coefficient was also calculated between the degree of each statement and the total degree of the axis to which it belongs; in order to estimate the internal consistency of the study tool (structural validity), and Cranach's alpha coefficient to measure the stability of the study tool, then the following statistical measures were calculated:

1. The mean, to find out the extent to which the responses of the study community's items are high or low on the main axis (the mean of the averages of the phrases).
2. Standard deviation to identify the extent of deviation/dispersion of the response of the study items for each phrase from the mean of the response, and for each of the main axis from its mean.
3. Test (T) to find out whether there are statistically significant differences between the opinions of the study members regarding the study's axis according to the different academic qualifications (Bachelor - Postgraduate studies).
4. A one-way variance analysis to identify whether there are statistically significant differences in the opinions

of the study members according to the experience years.

4. Study Results

4.1. Sample Characteristics

Table 3. Distribution of study items according to the categories of educational qualifications and experience years

Variable	Repetition	%
Educational qualifications		
BA.	169	93.4
Postgraduate	12	6.6
Experience Years		
Less than (5) years	10	5.5
From (5) to less than (10) years	50	27.6
From (10) to less than (15) years old	74	40.9
From (15) to less than (20) years old	36	19.9
(20) years and over	11	6.1

Table 3 shows the distribution of study items according to the categories of academic qualifications and experience years. The results in the table indicate that the majority of the respondents graduated with a bachelor's degree (93.4%), and (40.9%) of their experience years ranged from (10) to less, from (15) years, and (27.6%) experience years from (5) to less than (10) years.

4.2. Answer to the Questions of the Study

In this part, the researchers' responses of the questions of the study are as follows:

4.2.1. To what Extent do Leaders in Supervisory Offices Practice Influencing Behavior Based on Idealized Influence from the Point of View of Subordinates?

For answering this question, the repetition and relative distribution, means, and standard deviations of the response to the study items were calculated on the items that measure the extent to which leaders in supervisory offices practice the behavior of influence based on idealized influence from the point of view of subordinates, and the following table No. (4) illustrates this.

Table 4. The response of the study sample on the items of the axis of influence based on idealized influence are arranged in decreasing order according to the average correlation

No.	Phrases		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard deviation
1	His behavior is optimal	K	44	71	54	6	6	3.78	0.96
		%	24.3	39.2	29.8	3.3	3.3		
2	He is respected by all.	K	47	46	49	17	4	3.73	1.02
		%	26	35.4	27.1	9.4	2.2		
3	I trust in his abilities to overcome the obstacles facing me.	K	45	62	57	14	3	3.73	0.98
		%	24.9	34.3	31.5	7.7	1.7		
4	For me, he is a symbol of success and achievement.	K	55	51	37	16	22	3.56	1.33
		%	30.4	28.3	20.4	8.8	12.2		
5	He is a role model for me at work	K	39	36	48	21	10	3.55	1.12
		%	21.5	34.8	26.5	11.6	5.5		
6	He has a special talent for knowing what is important to the business.	K	38	61	29	45	8	3.42	1.20
		%	21	33.7	16	24.9	4.4		
7	He gets everyone around him excited about the tasks at hand.	K	43	52	41	16	29	3.35	1.36
		%	23.8	28.7	22.7	8.8	16		
8	I feel relieved to be in his administration	K	41	57	34	19	30	3.33	1.37
		%	22.7	31.5	18.8	10.5	16.6		
Overall rate								3.56	1.03

Table 4 shows the repetitions, percentages, means, and standard deviations of the study items' response around the items of the idealized influence axis, arranged in decreasing order according to the correlation average. The tendency of the study items responses to agree with the statements in the axis, and the standard deviation was (1.03), which is an indication of the dispersal of the study items to answer the phrases of the axis, and the expressions based on the idealized influence came in the following order:

1. His behavior has optimal values, with an average (3.78).
2. He is respected by everyone, with a mean of (3.73).
3. I trust his ability to overcome the obstacles that face me, with a mean of (3.73).
4. He represents a symbol of success and achievement for me, with a mean of (3.56).
5. He is a role model for me at work, with a mean of (3.55).

6. He has a special talent for knowing what is important for work, with a mean of (3.42).
7. He makes everyone around him enthusiastic about the tasks assigned to them, with a mean of (3.35).
8. I feel satisfied with being in his administration, with a mean of (3.33).

4.2.2. To what Extent do Leaders in Supervisory Offices Practice the Behavior of Inspirational Motivation from the Point of View of Subordinates?

Answering this question, the repetition and relative distribution, means, and standard deviations of the response of the study items were calculated on the items that measure the extent to which leaders in supervisory offices practice the behavior of inspirational motivation from the point of view of subordinates, and the following table No. (5) illustrates this.

Table 5. The response of the study sample about the items of the inspirational motivational axis are arranged in decreasing order according to the average correlation

S.	Phrases		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard deviation
1	He is an inspiration to me for his commitment and sincerity at work	K	31	71	61	16	2	3.62	0.91
		%	17.1	39.2	33.7	8.8	1.1		
2	He links the achievement of business goals to optimal values	K	27	65	57	24	8	3.44	1.04
		%	14.9	35.9	31.5	13.3	4.4		
3	He makes me feel and act likes a leader.	K	22	69	59	27	4	3.43	0.96
		%	12.2	38.1	32.6	14.9	2.2		
4	He encourages understanding others' points of view.	K	38	60	33	41	9	3.43	1.19
		%	21	33.1	18.2	22.7	5		
5	He makes me realize the importance of the work I do	K	22	60	58	32	9	3.30	1.05
		%	12.2	33.1	32	17.7	5		
6	He develops team spirit among employees	K	37	57	34	26	27	3.28	1.34
		%	20.4	31.5	18.8	14.4	14.9		
7	He makes me feel like I'm acting like a leader	K	23	63	43	42	10	3.26	1.12
		%	12.7	34.8	23.8	23.2	5.5		
8	He creates a kind of challenge at work by achieving better performance	K	23	64	43	23	28	3.17	1.26
		%	12.7	35.4	23.8	12.7	15.5		
Overall rate								3.37	0.96

Table 5 shows the repetitions, percentages, means, and standard deviations of the study items answer around the items of the inspirational motivation axis, arranged in decreasing order according to the correlating averages. The study items indicate the tendency to (neutral) on the items mentioned in the axis, and the standard deviation was (0.96), which is an indication of the tendency of the study items to answer the phrases of the axis, and the inspirational motivation items came according to the following order:

1. He is a source of inspiration to me for commitment and sincerity in work, with a mean of (3.62).
2. He links the achievement of work goals to optimal values, with a mean of (3.44).
3. He makes me feel and act likes a leader, with a mean of (3.43).
4. He encourages understanding of others' points of view, with a mean of (3.43).
5. He makes me realize the importance of the work I do, with a mean of (3.30).

6. He develops team spirit among the employees, with a mean of (3.28).
7. He makes me feel like I'm acting like a leader, with a mean of 3.26.
8. He creates a kind of challenge at work by achieving better performance, with a mean of (3.17).

4.2.3. To what Extent do Leaders in Supervisory Offices Practice Intellectual Stimulation Behavior from the Point of View of Subordinates?

For answering this question, the repetition and relative distribution, means, and standard deviations of the response of the study items were calculated on the items that measure the extent to which leaders in supervisory offices practice the behavior of intellectual stimulation from the point of view of subordinates, and the following table 6 illustrates this.

Table 6. The response of the study sample on the items of the axis of intellectual stimulation are arranged in decreasing order according to the averages of correlation

No.	Phrases		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard deviation
1	He makes all work problems solvable	K	30	62	58	27	4	3.48	1.01
		%	16.6	34.3	32	14.9	2.2		
2	He is interested in discovering new ways to do work more efficiently	K	274	65	49	33	7	3.40	1.07
		%	14.9	35.9	27.1	18.2	3.9		
3	His views have forced me to rethink some of my own that I had never suspected before.	K	30	60	47	36	8	3.38	1.11
		%	16.6	33.1	26	19.9	4.4		
4	He encourages me to think of approaching work matters in new ways.	K	18	66	55	35	7	3.29	1.02
		%	9.9	36.5	30.4	19.3	3.9		
5	He takes the suggestions made by the staff and puts them into practice.	K	22	66	26	61	6	3.20	1.13
		%	12.2	36.5	14.4	33.7	33.7		
6	He encourages me to express my opinions and ideas.	K	28	55	31	58	9	3.19	1.19
		%	15.5	30.4	17.1	32	5		
7	He treats mistakes as useful work experiences	K	26	62	33	37	23	3.17	1.27
		%	14.4	34.3	18.2	20.4	12.7		
8	He gives new perspectives on things that were difficult for me	K	33	47	34	41	26	3.11	1.34
		%	18.2	26	18.8	22.7	14.4		
Overall rate								3.28	0.95

Table 6 shows the repetitions, percentages, means, and standard deviations of the study items answer around the items of the Intellectual stimulation axis, arranged in decreasing order according to the correlating averages. Table content indicates that the axis mean is (3.28), which indicates the tendency of the study items to (neutral) for the phrases of the axis, as the standard deviation was (0.95), which is an indication of the tendency of the study items to answer the phrases of the axis, and the Intellectual stimulation items came according to the following order:

1. He makes all work problems solvable, with a mean of (3.48).
2. He is interested in discovering new ways to perform work more efficiently, with a mean of (3.40).
3. His opinions forced me to rethink some of my opinions that I did not doubt before, with a mean of (3.38).
4. He encourages me to think about dealing with work matters in new ways, with a mean of (3.29).

5. He takes the suggestions made by the work team and puts them into practice, with a mean of (3.20).
6. He encourages me to express my opinions and ideas, with an average score of (3.19).
7. He deals with errors as useful work experience, with a mean of (3.17).
8. He gives new perspectives on things that were difficult for me, with a mean of (3.11).

4.2.4. To what Extent do Leaders in Supervisory Offices Practice Individual Consideration Behavior from the Point of View of Subordinates?

For answering this question, the repetition and relative distribution, means, and standard deviations of the response of the study items were calculated on the items that measure the extent to which leaders in supervisory offices practice the behavior of individual consideration from the point of view of subordinates, and the following table 7 illustrates this.

Table 7. The responses of the study sample to the individual axis of individual consideration items are arranged in decreasing order according to the average correlation

No.	Phrases		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard deviation
1	I can reach him easily when needed	K	50	64	35	23	9	3.68	1.15
		%	27.6	35.4	19.3	12.7	5		
2	He assigns tasks to me according to my abilities	K	26	69	54	28	4	3.47	0.99
		%	14.4	38.1	29.8	15.5	2.2		
3	He takes into account the individual differences between subordinates.	K	39	60	44	23	15	3.47	1.20
		%	21.5	33.1	24.3	12.7	8.3		
4	He tries to figure out what I want and tries to help me get it.	K	20	61	59	33	8	3.29	1.03
		%	11	33.7	32.6	18.2	4.4		
5	He gives personal attention to those seemingly forgotten members.	K	36	52	37	35	21	3.26	1.30
		%	19.9	28.7	20.4	19.3	11.6		
6	He appreciates my efforts	K	26	55	53	32	15	3.25	1.15
		%	14.4	30.4	29.3	17.7	8.3		
7	He encourages me to develop my abilities at work	K	24	62	49	18	28	3.20	1.25
		%	13.3	34.3	27.1	9.9	15.5		
8	He helps me meet my functional needs	K	19	57	36	40	29	2.98	1.27
		%	10.5	32.5	19.9	22.1	16		
Overall rate								3.32	0.96

Table 7 shows the repetitions, percentages, means, and standard deviations of the study items' response around the items of the individual axis of interest arranged in the decreasing order according to the average correlation. The data in the table indicate that the general mean of the axis reached (3.32), which is an indication of the tendency of responses the study items to (neutral) on the items contained in the axis, and the standard deviation was (0.96), which is an indication of the tendency of the study items to answer the items of the axis, and the individual consideration items came according to the following order:

1. When I need him, I can reach him easily, with a mean of (3.68).
2. He assigns tasks according to my abilities, with a mean of (3.47).
3. He takes into account the individual differences between subordinates, with a mean of (3.47).
4. He tries to know what I want and tries to help me to get it, with a mean of (3.29).
5. He gives personal attention to those members who seem to be forgotten, with a mean of (3.26).
6. He estimates my efforts at work, with a mean of (3.25).
7. He encourages me to develop my abilities at work, with a mean of (3.20).
8. He helps me in obtaining my functional needs, with a mean of (2.98).

4.2.5. To what Extent do Leaders in Supervisory Offices Practice Transformational Leadership Behavior: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration from the Point of View of Subordinates?

For answering this question, means, and standard deviations of the response of the study items were calculated on the items that measure the extent to which leaders in supervisory offices practice the behavior of transformational leadership from the point of view of subordinates, and the following table No. (8) illustrates this.

Table 8. The responses of the study sample on the dimensions of the transformational leadership behavior axis, arranged in decreasing order according to the average correlations

Axis	Mean	Standard deviation
Idealized influence	3.56	1.03
Inspirational motivation	3.37	0.96
Individual consideration	3.32	0.96
Intellectual stimulation	3.28	0.95
Transformational leadership behavior	3.38	0.92

Table 8 shows that the general mean of the axis reached (3.38) which is an indication of the tendency of responses. The study items (neutral) on the items were contained in the axis, and the standard deviation was (0.92), which is an indication of the tendency of the study items to answer the axis, and it came according to the following order:

1. Idealized Influence, with a mean of (3.56).
2. Inspirational motivation, with a mean of (3.37).
3. Individual consideration, with a mean of (3.32).

4. Intellectual stimulation, with a mean of (3.28).

4.2.6. Are There Statistically Significant Differences in the Respondents' Response about the Study Axis Due to Academic Qualifications and Experience Years?

For answering this question, a t-test and one-way analysis of variance were used, and the following tables illustrate this.

Table 9. Test (T) to find out the significance of the differences in the response of the study members towards the study axis according to the academic qualification

Axis	qualification	No.	Mean	Standard deviation	(T) value	sig
Idealized influence	BA	169	3.51	1.04	-4.586	0.000**
	Postgraduate	12	4.29	0.53		
Inspirational motivation	BA	169	3.30	0.96	-7.941	0.000**
	Postgraduate	12	4.25	0.32		
Intellectual stimulation	BA	169	3.22	0.96	-5.392	0.000**
	Postgraduate	12	4.10	0.51		
Individual consideration	BA	169	3.26	0.95	-5.889	0.000**
	Postgraduate	12	4.28	0.55		

** Indication at levels of 0.001 or less

Table 10. One-way variance analysis to find out the significance of the differences in the response of the study members towards the study axis according to experience years

Axis.	Source of variation	Degree of freedom	Sum of squares	Average squares	(F) value	significance level
Idealized influence	between groups	4	7.096	1.774	1.699	0.152
	within Groups	176	183.794	1.044		
	Total	180	190.890	-		
Inspirational motivation	between groups	4	3.937	0.984	1.068	0.374
	within Groups	176	162.126	0.921		
	Total	180	166.064	-		
Intellectual stimulation	between groups	4	4.387	1.097	1.202	0.312
	within Groups	176	160.639	0.913		
	Total	180	165.027	-		
Individual consideration	between groups	4	3.152	0.788	0.843	0.500
	within Groups	176	164.591	0.935		
	Total	180	167.734	-		

Table 9 shows the (T) test for differences in the study axis according to educational qualification. The table shows that there are substantial differences between the samples in the four axes depending on the qualification variable. This result indicates the importance of the academic qualification in the differences in the opinions of the study items about the axis, and it was noted that the result is in favor of those with graduate studies.

Table 10 shows a one-way analysis of variance to find out the significance of the differences in the responses of the study members towards the study axis according to the experience years, greater than (0.05).

5. Summarized Findings and Recommendations

5.1. Summary of Findings

The study reached several results, the most important of which are:

- 5.1.1. The tendency of the responses of the study sample to (agree) with the statements contained in the axis of idealized influence, it was found that the leader has optimal values, is respected by all, and he trusts in his abilities to overcome obstacles facing subordinates, and represents for the heads the symbol of success and achievement.
 - This result differs from the study of Hassan et al, where the mean of the ideal dimension of attraction and influence reached a mean of (3.90).
- 5.1.2. The tendency of the study's sample responses to (neutral) on the statements is contained in the inspirational motivation axis, it turns out that the leader is an inspiration to me for commitment and sincerity at work, and links the achievement of work goals to optimal values, and it also makes subordinates act as leaders, and encourages them to understand the views of others.
 - This result agrees with the study of Al-Jamal, which found that leaders' practice of motivational motivation was moderate but it differs from the study of Hassan et al, where the average dimension of motivation and inspiration was (3.75).
- 5.1.3. The tendency of the responses of the study sample to (neutral) on the statements is contained in the axis of Intellectual stimulation, it has been shown that the leader makes all work problems solvable, and is interested in discovering new ways to perform work more efficiently.
 - This result differs from the study of Hassan et al, where the mean of the dimension of intellectual stimulation was (3.64) but it agrees with the study of Al-Jamal, which found that leaders' practice of intellectual stimulation was average
- 5.1.4. The tendency of the responses of the study sample to (neutral) on the statements contained in the focus of individual consideration, it was found that the leader when the employee needs him easily reaches him, assigns employees tasks according to their abilities, and takes into account the individual differences between subordinates.
 - This result agrees with the study of Al-Jamal, which found that leaders' practice of individual consideration was average but it differs from the study of Hassan et al, which found that the average dimension of the individual consideration was (3.87), which is consistent with the result of the current study.
- 5.1.5. The tendency of the responses of the study sample to (neutral) on the statements contained in the dimensions of the transformational leadership behavior axis, and the axes came in the following order: idealized influence, inspirational motivation, individual consideration, Intellectual stimulation.
 - This result differs from Al-Mansour study, which concluded that the degree of Transformational leadership practiced by secondary school leaders in Qatif Governorate from the teachers' point of view was significant with a mean of (3,900), and it also differs from the study of Hassan et al, where the results showed the degree to which school leaders practice the dimensions of Transformational leadership came to a large degree with a mean of (3.81), and the dimensions were arranged in decreasing order as follows: after attractiveness and ideal influence with a mean of (3.90), after individual consideration with a mean of (3.87), and after motivation and inspirational motivation with a mean of (3.75), and after intellectual stimulation with a mean of (3.64).
 - It agrees with the study of Al-Jamal, whose results indicated that the degree of Transformational leadership practiced by the heads of departments of education directorates in Al-Khalil governorate was average, and that the highest areas of Transformational leadership practice were the area of individual consideration, followed by inspirational motivation, ideal influence, and finally intellectual stimulation. It agrees with the study of Al-Batoush, where the results showed that the degree of Transformational leadership practiced by principals of public secondary schools in southern Jordan was average.
 - It agrees with Jacques study, which found that the practice of Transformational leadership by secondary school principals in London from the point of view of their teachers was moderate.

- It differs with the study of Al-Dulaimi, where the study concluded that the means of the Transformational leadership variables as a whole came at a high level, and the variable (attractiveness and influence) came in first place, then the variable (inspirational motivation) came in second place, then the variable (attention to individual feelings) in the third place, and finally came the variable (intellectual stimulation).
- It differs with the study of Kadir, which found that the characteristics of Transformational leadership among secondary school principals are high, with a mean of (3.9). It differs from the study of Sirin, where the results of the study showed that the practice of secondary school principals in the Sydney area of some Transformational leadership tasks was high from the point of view of principals and teachers.

5.1.6. There are substantial differences between the samples in the four axes, depending on the qualification variable

- This result differs from the study of Hassan et al, where the results indicated that there were no statistically significant differences at the significance level (0.05) depending on the educational qualification variable.
- It agrees with the findings of the Al-Jamal study, which found that there are statistically significant differences in the degree of Transformational leadership practiced by the heads of departments of education directorates in the Al- Khalil governorate due to the educational qualification variable.
- It differs from Jacques study, which found that there are no statistically significant differences at the significance level (0.05) in London for Transformational leadership from the point of view of their teachers, depending on the educational qualification.
- It differs from the study of Al-Batoush, where the results showed that there were no statistically significant differences due to the educational qualification variable.

5.1.7. There are no statistically significant differences between the study samples with regard to all axes due to experience years.

- This result is consistent with the study of Hassan et al., where the results indicated that there were no statistically significant differences at the significance level (0.05) according to the variable experience years.
- It also agrees with the findings of the Al-Jamal study, where it was found that there are no statistically significant differences in the degree of Transformational leadership practiced by the heads of departments of education directorates in Al-Khalil governorate due to the variables of years of service.

- It agrees with the study of Al-Batoush, where the results showed that there were no statistically significant differences due to the variable experience years.
- It agrees with Jacques study, which found that there are no statistically significant differences at the significance level (0.05) in London for Transformational leadership from the point of view of their teachers according to experience.

5.2. Recommendations

In light of the results that have been reached, a set of recommendations and proposals can be developed, which can contribute to supporting the leaders of the supervisory offices, to be characterized by the characteristics of transformational leadership, as follows:

1. Paying attention to training specialized competencies in the field of transformational leadership to benefit from them in the field of work.
2. Increasing moral support from the Ministry of Education for leaders working in supervision offices to benefit from the elements of transformational leadership.
3. Attention to the training and rehabilitation of leaders working in the supervision offices on an ongoing basis to benefit from the competencies of the transformational leader.
4. Conducting meetings and workshops to clarify the elements of transformational leadership.

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