The Degree of School Principal's Practitioners for Their Leadership Role in the Intellectual Stimulation of Teachers in the Light of Transformational Leadership from the Teachers' Point of View in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate

Amany Naif Homidan Al-Bashaire
Directorate of Education for Taybeh and Al Wasatia Districts
Fatimah alzahra'a secondary school
amani_bashaireh@yahoo.com

Abstract
The study aimed to identify the degree to which school principals practice their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate, and to identify the differences in teachers' responses according to some personal variables. To achieve the objectives of the study, the researcher used the descriptive analytical method, and the study tool was represented by the questionnaire, which was used as the main tool for collecting data from the study sample members, which in its final form consisted of (15) paragraphs. The questionnaire was applied to a sample of teachers in the Directorate of Education of the Middle Taybeh District of Irbid Governorate, and they numbered (200) male and female teachers in the academic year (2022/2023). The results concluded that the degree to which school principals exercised their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view was high. The results also revealed that there were no differences in the average responses of teachers due to gender and years of experience, while the results indicated that there were statistical differences Among the average teachers' responses due to the educational qualification variable and in favor of the PhD holders. The study recommended holding training programs and workshops in the field of transformational leadership for principals and teachers, and introducing them to its importance in educational work.
Keywords: Leadership Role, Intellectual Stimulation, Transformational Leadership.

Introduction

With the end of the twentieth century, our contemporary world witnessed many successive and accelerating changes in all areas of life, one of the results of which was the call for the reform of school administration and the renewal of its methods and levels, in response to these changes and emerging global challenges. Many cultural, technological, social, developmental and economic challenges coincided with these calls. It has become a global phenomenon that has attracted great attention from all societies at all levels. It has become clear that the progress of nations is nothing but the product of the effectiveness of their leadership in many fields, including the educational field.

The school administration is considered the smallest administrative formation in the educational system, but it is one of the most important of its formations, from which all the efforts that are made by the supervising authorities emanate from it, and differ from the rest of the institutions in the importance of its results and the society's need for the quality of this production. The society as a whole, which highlighted the importance of having competent school leaders and the ability to develop the school environment in a manner that is compatible with the requirements of the times. And globally by studying the leadership behavior of school leaders as an educational leader, because this behavior has a significant impact on many organizational factors that are directly related to the success and effectiveness of educational work in the school and every administrative behavior (Nasr et al., 2015).

Transformational leadership in school administration is one of the appropriate administrative methods to lead change processes in educational institutions, due to its role in enhancing the institution's ability to continuous improvement by paying attention to the development of subordinates, and adopting methods and behaviors that encourage the empowerment of workers such as delegating powers and authorities, enhancing workers' abilities to think, and encouraging them To come up with creative and new ideas. The transformational leader also empowers others and helps them to transform their vision into reality and maintain it. Leaders who enjoy transformational behavior have the ability to provide workers with inspiration and energy to enable them to act by providing them with a vision for the future instead of relying on reward and punishment. Which means

that the availability of modern administrative methods for the leader has become a necessity for every institution that enables it to achieve its goals and protect the level of employees (Ali, 2020).

Study problem and questions

Our current era is characterized by many educational changes and the huge explosion of knowledge that coincided with the technological developments that cast a shadow on all areas of life, including the educational and educational field. Educational curricula and behavior of teachers and students, Therefore, the importance of the leadership role of the school principal emerges as an educational leader who is entrusted with many technical and administrative roles that in turn affect the behavior of teachers in the school in order to improve the educational process qualitatively and qualitatively. It should be noted that transformational leadership has become one of the most important types of leadership that has proven its effectiveness in overcoming the defects of other leadership styles, especially reciprocal leadership. The Intellectual stimulation of teachers is also one of the most important roles that the principal must play as he is a change leader and guides teachers to reconsider, evaluate, review and develop their practices, and encourage them to think about how to better develop their performance and enhance the method of scientific thinking, creativity and innovation. Therefore, this study comes to answer the following main question**: what is the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate?**

The following sub-questions are derived from the main question:

1. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the gender variable?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the variable years of experience?
3. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the educational qualification variable?

Study Objectives

The current study seeks to:

1. Revealing the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate.
2. Identifying the statistically significant differences at the level of significance (($\alpha = 0.05$) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the variables: gender, years of experience, and academic qualification.
3. Reaching a number of proposals and recommendations that would activate the leadership role of school principals in Intellectual stimulation of teachers in the light of transformational leadership.

Study Importance

The importance of this study lies in the importance of the role of principals in educational and educational institutions. The principal represents the basis for modernization and development necessary to keep pace with the social and administrative changes that societies all over the world face; The leadership role of the director helps in an important way in determining the trends of development witnessed by educational and educational institutions. The success of any educational and educational institution depends largely on the leadership trend prevailing in it, in addition to the extent of the educational leadership's ability to provide a new educational and educational work environment that would encourage teachers to make every effort to unleash their creativity and skills and actively assist in the development and modernization process and keep abreast of developments in educational field. It is expected that the current study will benefit in directing the attention of managers to the importance of activating Intellectual stimulation within their leadership role while maintaining the application of transformational leadership. As well as directing decision-makers to hold the necessary training programs and workshops for managers to be able to exercise their leadership role in Intellectual stimulation of managers.

Study limitations

There are many objective, human, spatial, and temporal limits that may define this study, namely:

1. Objective limits: This study was limited to revealing the practice of school principals for their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the point of view of teachers in the Directorate of Education of the Middle Taybeh District of Irbid Governorate.

2. Human limits: This study was limited to teachers in the Directorate of Education of the Middle Taybeh District of Irbid Governorate.

3. Spatial limits: The application of this study was limited to schools affiliated to the Directorate of Education of the Middle Taybeh District of the Irbid Governorate.

4. Time limits: This study was limited to its application during the academic year 2022/2023 AD.

Study Terminology

The leadership role: the ability of the school principal to influence the members of the educational institution to encourage and motivate them to perform and work that would achieve the desired goals (Darmiati et al, 2020). It is procedurally defined as the roles and tasks assigned to the school principal and required to implement them effectively, with respect for all parties and appreciation of their efforts.

Mental stimulation: the manager's ability to encourage and motivate employees to think about the tasks and activities required of them, to ask questions and solve problems they face in the work environment (Francisco, 2019). It is defined procedurally as the degree that the respondent obtains on the Intellectual stimulation scale prepared by the study.

Transformational leadership: A leadership style in which the leader focuses on encouraging workers creatively and intellectually and transforming their self-interests to be a major part of the organization's higher mission, in addition to giving workers strength, empowerment and development, and entering into an interactive relationship with them, which makes the leader more capable and active in developing leadership and a sense of responsibility for them (Al-Haderis, 2020). It is procedurally defined as the leadership behavior practiced by the principal in order to influence teachers to achieve voluntary goals, give them strength, develop them, and encourage them to be creative without the need to use formal authority.

Theoretical framework

The leadership role of school principals

Researchers and specialists differed in determining the leadership role of the school principal, but the majority of them confirmed that the extent to which the principal's behavior affects the behavior of school workers, in addition to the behavior practiced by the principal when directing the actions and activities undertaken by the staff to achieve the desired goals (Pont, 2020). (Leithwood et al, 2020) indicated that the leadership role of the school principal is as follows:

1. Influencing others by maintaining contact, communicating with them, directing them to achieve desired goals, and influencing others' thoughts, behavior, and attitudes.

2. Encouraging team and joint work in order to reach the desired goals and provide a work environment of cooperation and affection.

3. Certain behaviors available to the manager in order to encourage employees to cooperate to achieve the desired goals of the work and the organizational goals of the educational institution.

4. Distributing authority, delegating powers, ensuring collective learning to achieve common goals, supporting the positive workforce and reducing the negative aspects of workers.

The educational leader can be seen as a source of thought, so he must possess conscious knowledge, in addition to being a source of experience and knowledge in the group, setting the general policy of the group and achieving strategic goals. The leader is also responsible for defining the working methods, timetable and means of implementation of the plans that have been formulated. The educational leader is considered a role model, a model and a symbol of assuming responsibilities, exerting effort and controlling work. In addition to being in control of the internal relations and a representative of the group in its external relations. Moreover, the leader is a source for issuing negative and positive evaluation and granting punishment and reward through the availability of the factor of justice and experience, the leader also plays the humane parental role for all members of the institution, where he gets to know each individual and his suffering and helps in treating his problems, taking care of them and taking into account their interests (Nasr et al., 2015).

Al-Haderis (2020) mentioned that creating a healthy work environment to perform effective leadership practices and achieve a high degree of job satisfaction for workers in educational and educational institutions is necessary to meet the requirements of the institution and achieve its goals, but achieving this depends on several dimensions represented in:

1. The first dimension: the development of a common vision for the educational and educational

institution, through the unanimity of all employees in the school on its goals and priorities for these goals and adherence to a high level of performance expectations in order to reach the best results.

2. The second dimension: participation in leadership so that the responsibility is collective through leadership activities that encourage the institution to achieve its goals.

3. The third dimension: It relates to the employees' interest in providing immediate support, Intellectual stimulation and professional practice models at all levels of the educational institution.

4. The fourth dimension: Focusing on the role of leadership in promoting the culture of the educational institution. The leadership must use multiple mechanisms to promote and provoke cultural change, through the use of rituals and symbols that express cultural values.

Transformational Leadership

The concept of leadership has received great attention by specialists and researchers due to the leader's responsibility and role in achieving the goals of the institution, through the art of managing and influencing people, so the leader must have several qualities to be able to carry out the responsibilities required of him. Recently, the education sector has witnessed continuous development, and the importance of transformational leadership in the educational sector has emerged as one of the theories in the leadership field, as it contributes to encouraging workers to achieve. The concept of transformational leadership refers to the ability to communicate with others and encourage them to carry out the duties entrusted to them with the best efforts by finding new ways to solve problems by workers, by paying attention, taking into account their needs and organizing them (Ali, 2020).

In addition, the concept of transformational leadership is based on raising workers to the level of the organization's vision and working on their development and development individually or collectively, by committing to a number of dimensions, namely: attractiveness and influence, mental arousal, inspiration and motivation, and attention to individual feelings, in order to raise expectations Achievement and achieving everything that serves the goals of the institution in practical life (Francisco, 2019). It also means a continuous process through which the leader changes the employees' values and motives and transforms them for the general interest of the organization by formulating a future vision that supports the organization's future position (Kwan, 2020).

On the other hand, the transformational leader is characterized by many characteristics and features that distinguish him from others and that help an effective role in managing change, as we find him always seeking change and establishing a flexible organizational structure that has the ability to respond to external and internal changes, and adopts plans for change for the better within the educational institution. In addition, the transformational leader focuses on developing the skills of workers and is characterized by credibility, trust with others, courage, daring, and the ability to face risks. The transformational leader also believes in the capabilities and capabilities of the workers, engages them in the decision-making process, trusts them, encourages them to face difficulties, grants them powers while giving them independence in carrying out tasks, and believes in continuous learning through their own mistakes and the mistakes of others, and transforms problems into opportunities that can be invested and develop the work and service of the administration. The transformational leader also has the ability to adapt to different situations and work on training and developing the skills of individuals. The transformational leader also has a future vision, predicts future needs, and has the ability to persuade (Abdullah et al, 2018).

The importance of applying transformational leadership in educational institutions is due to the educational institutions' needs for technical administrative leaders who have the ability to employ administrative methods effectively and efficiently, with a human leadership that ensures the preparation of individual and social energies for the dissemination of knowledge in the educational field, in addition to the need to provide leadership that focuses on models and patterns of behavior. of importance. Accordingly, the educational sector needs a leadership through which the director disseminates his knowledge and experience on educational matters, and there must be a cultural leadership that contributes to the consolidation of values and beliefs in the institution (Ismail and Mydin, 2019).

In the educational institution, the goals of transformational leadership are to help the work team develop a collaborative and professional school culture, by setting collaborative goals that the institution aims to achieve, and the manager's participation to employees by delegating powers and authorities to the team to be able to develop and improve, and to help teachers solve their problems in a way Successful and effective by interpreting problems from different points of view, developing appropriate alternatives, avoiding previously established alternatives, dialogue with others, clarifying, summarizing and discussing alternatives during meetings, and enhancing the loyalty and belonging of workers by adopting a set of goals for the professional development of workers and facilitating this process to be closely linked to the institution's curriculum, which enhances the commitment of its employees (Cahyono et al, 2020).

It is clear that transformational leadership is one of the leadership styles that has a clear vision that is

embraced with commitment and sincerity and is successfully marketed to others. Transformational leadership includes four dimensions represented in (Ali, 2020):

- Ideal influence: This dimension describes the behavior of a leader that is respected, admired and appreciated by employees, and this requires the leader to share risks, put the needs of workers ahead of his own, and perform ethical behavior.
- Intellectual arousal: the leader searches for new ideas and stimulates creative problem solving by supporting new and creative models of work performance.
- Intellectual consideration: This dimension appears through the style of the leader who listens with kindness and attention to the needs and achievements of employees by adopting strategies of praise and appreciation.
- Inspirational motivation: This dimension refers to the behaviors and behaviors of the leader that arouse in the employees the love of challenge.

Mental Stimulation

Intellectual stimulation is defined as encouraging and motivating workers to think in new ways to solve problems, employing logical thinking before starting any action, inviting workers to think critically, abandoning traditional ways of thinking, and rooting their tendency towards practicing advanced thinking processes (Al-Haderis, 2020). Intellectual stimulation also refers to arousing workers and making them more aware of the problems that may hinder achieving good performance that exceeds expectations by listening to their thoughts, sharing their feelings and feelings, and empathizing with others (Cahyono et al, 2020).

It also expresses the leader's ability to lead the workers and his desire to make them overcome problems, especially routine ones, in new ways, and teach them how to face difficulties and challenges as problems that need to be solved while searching for logical solutions to them (Thuan, 2020). Intellectual stimulation is an indispensable necessity, especially if the leader's experience and knowledge of the problem is limited. It is also considered a necessity in situations in which the majority of workers have a high scientific level, as studies have indicated that this group is keen to contribute and actively participate in solving the problems it faces. His organization, which in turn contributes to their feeling of job satisfaction and enhancing loyalty and commitment to the institution (Ali, 2020).

In addition, Intellectual stimulation depends on the workers' development of new ideas to overcome the problems they face in multiple ways, using logical thinking, and the leader must encourage this through dialogue and the use of slogans and symbols to direct efforts and provide the opportunity to participate in achieving common goals and provoke the workers' thinking for creativity and innovation, by offering new alternatives to facilitate the completion of tasks, providing a work environment that encourages constructive dialogue and encouraging them to exchange experiences and adopt change as a basic method in their work (Francisco, 2019).

Previous Studies

The Shuqairat and Al-Jazi study (2020) aimed to reveal the degree to which government school principals practice transformational leadership and its relationship to the level of teachers' confidence. The study population consisted of public school teachers in Ma'an Governorate.The researchers used the descriptive analytical method, where they developed a questionnaire and distributed it to the study sample, which consisted of (415) male and female teachers. The study concluded that the level of practice of transformational leadership by government school principals was high, and the level of trust among teachers was also high. The results indicated that there were no statistically significant differences in the degree of transformational leadership practice among government school principals due to gender and years of experience. The results also indicated that there is a correlation between the practice of transformational leadership and the confidence of teachers.

The study (Cahyono et al, 2020) sought to identify and measure the impact of transformational leadership dimensions (i.e. idealistic influence, inspirational motivation, intellectual motivation and individual consideration) on organizational commitment, which is mediated by job satisfaction. The study population consisted of lecturers at a private higher education institution in Tangerang. The researcher used the descriptive analytical method, where he developed a questionnaire and distributed it to the study sample consisting of (151) lecturers. The study concluded: First, the dimensions of transformational leadership: idealistic influence, intellectual stimulation, and individual consideration have a positive and significant impact on job satisfaction, with the exception of inspirational motivation. Second, the dimensions of transformational leadership: idealistic influence, inspiring motivation, and individual consideration have no significant impact on organizational commitment except for intellectual stimulation. Third, job satisfaction has a positive and significant impact on organizational commitment. Fourth, transformational leadership dimensions: idealization influence, intellectual stimulation, and individual consideration have a positive and significant effect on organizational commitment through job satisfaction as mediation but inspirational motives do not have a significant impact on organizational commitment through job satisfaction as mediation.

Al-Haderis (2020) also conducted his study, which aimed to identify the level of transformational leadership and its relationship to administrative creativity among secondary school principals from their point of view, and the study population consisted of secondary school principals in Al-Balqa Governorate. The researcher used the descriptive analytical method, in which he developed a questionnaire and distributed it to the study sample, which consisted of (27) principals. The study concluded that the level of transformational leadership among secondary school principals is high, and the administrative creativity is also at a high level. The results indicated that there were no statistically significant differences in the degree of transformational leadership practice among secondary school principals due to the variables of academic qualifications and years of experience. The results also indicated that there is a correlation between the practice of transformational leadership and administrative creativity among secondary school principals.

While the study (Ali, 2020) sought to identify the level of transformational leadership and its role in the administrative empowerment of teachers, and the study community consisted of all school teachers in Aswan Governorate. The researcher used the descriptive analytical method, as he developed a questionnaire and distributed it to the study sample, which consisted of (391) teachers. The study concluded that the level of transformational leadership among school principals was at a medium degree, and the level of administrative empowerment of teachers was also at a medium degree. The results indicated that there is a correlation between the practice of transformational leadership and administrative empowerment among school principals.

Ismail and Mydin (2019) conducted their study, which aimed to identify the level of innovative behavior among teachers in secondary schools in Malaysia and the impact of transformational leadership on the innovative behavior of teachers before and after the inclusion of teachers' commitment as a mediator, and the study population consisted of teachers in secondary schools in Malaysia. The researchers used the descriptive analytical method, where they developed a questionnaire and distributed it to the members of the study sample, which consisted of (961) teachers. The study concluded that the level of innovative behavior of teachers is significantly high. The results also indicated that there is a correlation between transformational leadership and the innovative behavior of teachers. Moreover, the results showed that teachers' commitment partially mediates the relationship between transformational leadership and the innovative behavior of teachers.

Abdullah et al (2018) conducted their study, which sought to determine the relationship between transformational leadership and motivation among school teachers. The study population consisted of teachers of national schools in Malaysia. The researchers used the descriptive analytical approach, where the researchers developed a questionnaire and distributed it to a sample The study consisted of (283) teachers. The study concluded that transformational leadership from the teacher's perspective is very high, and the level of work motivation among teachers is also high. The results showed that there are significant differences in both leadership style and teacher motivation towards teachers' gender. The relationship analysis also indicated that there is a positive, statistically significant relationship between transformational leadership and teachers' work motives. The regression analysis also showed that the best predictor of teacher motivation was individual support in transformational leadership.

While the study of Al-Habbabi (2014) aimed to identify the degree to which school principals practice their leadership role in Intellectual stimulation of workers in the light of transformational leadership in the Republic of Yemen, and the study population consisted of secondary school principals in the governorates of the Republic of Yemen. The researcher used the descriptive analytical method, where he developed a questionnaire and distributed it to the members of the study sample, which consisted of (282) principals. The study concluded that the level of transformational leadership among secondary school principals is moderately high. The results indicated that there were statistically significant differences in the degree to which school principals practiced their leadership role in the Intellectual stimulation of workers in the light of transformational leadership due to the gender variable, and there were no statistically significant differences in the degree of school principals' exercise of their leadership role in Intellectual stimulation of workers in the light of transformational leadership that were attributed to Variable years of experience.

Commenting on Previous Studies
What distinguishes this study from previous studies is that this study is one of the first studies that seeks to reveal the degree to which school principals practice their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the point of view of teachers in the Directorate of Education of the Middle Taybeh District of Irbid Governorate - to the knowledge of the researcher The study seeks to propose a set of recommendations to achieve its objectives. In terms of objectives, this study agreed with the study (Al-Hababi, 2014), which aimed to identify the degree to which school principals practice their leadership role in Intellectual stimulation of workers in the light of transformational leadership in the Republic of Yemen. This study agreed with some previous studies in terms of the study sample, such as the study (Shuqayrat and Al-Jazi, 2020), which consisted of public school teachers, while the sample of this study differed with the study sample (Cahyono et al, 2020), which consisted of lecturers in a private higher education institution. In

Tangerang, the current study agreed with all previous studies that were mentioned in terms of study type. The researcher benefited from previous studies in forming the general idea of the study and determining the variables of the study and the extent of the difference between them and the previous studies.

Methodology and Procedures

The current study dealt with the degree to which school principals exercise their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Education Directorate of the Middle Taybeh District of Irbid Governorate. This part of the study aims to introduce the methodology used and the most prominent field procedures.

Study Approach

The current study used the descriptive-analytical approach as the most appropriate approach to the nature of the study, and the descriptive-analytical approach means that it is one of the methods of interpretation and scientific analysis to clarify the phenomena in an organized manner and reach a solution to the problem to be studied by describing the phenomenon, interpreting it, collecting, organizing, classifying and expressing data qualitatively and quantitatively, in order to reach relationships and generalizations and interpretation of certain phenomena. This was done by describing the phenomenon under study (the degree of school principals exercising their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate) and analyzing its data and the relationship between the variables and the resulting effects, and the descriptive analytical approach is not limited to When collecting information, it goes beyond that to clarifying the relationship and its amount and deducing the reasons behind a particular behavior.

Study Population

The study population consisted of all male and female teachers in the Directorate of Education of the Middle Taybeh District of Irbid Governorate, whose number exceeds (1500) male and female teachers.

Study Sample

The researcher chose a random sample, where (230) questionnaires were sent electronically to male and female teachers in the Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate. 200 teachers responded, with a response rate of (86.9%), and the following table shows the personal characteristics of the study sample:

Table (1): Distribution of the study sample according to their personal variables

Variables	Categories	Frequencies	Percentage
Gender	Male	85	42.5
	Female	115	57.5
Total		200	100%
Experience	Less than 5 years	24	12.0
	5 years-10 years	128	64.0
	More than 10 years	48	24.0
Total		200	100%
Qualifications	Diploma	29	14.5
	Bachelor's	44	22.0
	Master's	90	45.0
	PhD	37	18.5
Total		200	100%

It is clear from the previous table that the study sample is divided into (42.5%) of males, and (57.5%) of females, as Table (1) indicated that (64%) of the study sample members have years of experience from 5 years to 10 years, While the experience of (24%) of them exceeds 10 years, while the percentage of the study sample members who have less than 5 years of experience (12%). The sample of the study varied in terms of educational qualification, as the percentage of master's degree holders was (45%), which is the highest percentage, followed by the bachelor's degree holders with (22%), while the percentage of diploma holders was (14.5%), which is the lowest percentage and this is due to the interest in Teachers to develop their knowledge, expand their specializations, and strive to develop and refine their abilities and teaching methods to develop the educational process.

Study Tool

The researcher reviewed previous studies that dealt with the subject of the study, and he also sought the

assistance of specialists, and accordingly he developed the study tool represented by the questionnaire, which measures the degree to which school principals practice their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the point of view of teachers in the Taibah District Education Directorate It should be noted that the researcher was guided by the study (Al-Hababi, 2014) in formulating the paragraphs of the questionnaire. Accordingly, the questionnaire in its final form consisted of (15) paragraphs. The researcher adopted a five-step Likert scale to give the study sample members flexibility when choosing, as the scale values ranged between (1-5): (5 = strongly agree), (4 = agree), (3 = neutral), (2 = not agree), (1= strongly disagree). To describe the arithmetic mean values of the study dimensions and paragraphs, the following equation was used to calculate the length of the range for three levels, which are low, medium, and high:

Range = (High degree - Low degree)/3

Therefore, the range was calculated as follows: Range = (5-1)/3 = 1.33
So the classification scale will be as follows:
- The lower level has the lowest arithmetic mean values below 2.34.
- Intermediate level The arithmetic mean values range between (2.34 - less than 3.67).
- The high level is where the arithmetic mean values are greater than or equal to 3.67.

The researcher verified the validity and stability of the study tool through a number of field procedures, and by applying it to a part of the actual study sample (30) teachers, by conducting a number of methodological procedures, which are:

A. Validity of the study tool
The validity of the study tool was confirmed by two methods:
- Apparent validity: The questionnaire was sent in its initial form to a number of specialists, numbering (5) arbitrators, and the percentage of apparent honesty was (80%), and their opinions were taken into account by amending some paragraphs.
- Structural validity: The study's structural validity was verified by extracting the correlation coefficients between each paragraph of the questionnaire and the total score of the questionnaire tool and the following table illustrates this:

Table (2): Correlation coefficients and probability values between the paragraphs of the questionnaire and the total score

	Paragraphs	Correlation coefficients	Sig
1	Paragraph 1	.729**	0.00
2	Paragraph 2	.706**	0.00
3	Paragraph 3	.783**	0.00
4	Paragraph 4	.834**	0.00
5	Paragraph 5	.546**	0.00
6	Paragraph 6	.743**	0.00
7	Paragraph 7	.623**	0.00
8	Paragraph 8	.724**	0.00
9	Paragraph 9	.747**	0.00
10	Paragraph 10	.712**	0.00
11	Paragraph 11	.817**	0.00
12	Paragraph 12	.836**	0.00
13	Paragraph 13	.760**	0.00
14	Paragraph 14	.763**	0.00
15	Paragraph 15	.764**	0.00

* Statistically significant at the significance level (0.01).
** Statistically significant at the level of significance (0.05)

It is clear from the previous table that all (Sig) values are less than the significance level (0.05), which means that all correlation coefficients are statistically significant and that all questionnaire items belong to the total degree and therefore the study tool has structural validity.

B. Study Reliability
Reliability means the stability of the results when they are re-applied to the same study population, and in the same conditions. Reliability of the study tool was verified by extracting Cronbach's alpha coefficient, which amounted to (0.940), meaning that it is greater than (0.70), and therefore the study tool has high reliability.

Statistical processing
The researcher used the questionnaire as a main tool for data collection, which included in its final form (15)

paragraphs, and the data was entered and encoded into the computer and the necessary statistical treatments were performed through the Statistical Analysis Package for Social Sciences (SPSS), and some descriptive tests were performed such as extracting arithmetic averages, standard deviations, and ranks In addition to conducting some inferential tests as a t-test for the differences between two independent groups, and choosing a one-way analysis of variance for the differences between three groups and more.

Study Results and Discussion

- **The results of the first question of the study, which states: "what is the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate?".**

To answer the first question, the researcher extracted the arithmetic averages, standard deviations, ranks and degrees of the questionnaire items and the total score. The following table presents the results of the descriptive statistics for the questionnaire items:

Table (3): Arithmetic averages, standard deviations, ranks of the questionnaire items and the total score

	Paragraphs	Mean	Standard Deviations	Rank	Degree
1	The manager shows enthusiasm and optimism to achieve development goals.	3.95	0.892	3	**High**
2	The principal feels teachers the importance of the role they play in the educational and pedagogical process.	4.04	0.907	1	**High**
3	The principal always praises the efforts and achievements of the teachers.	4.00	0.862	2	**High**
4	The principal promotes positive competition among teachers in the school.	3.79	1.051	8	**High**
5	The principal avoids negative practices that can lead to frustration, such as reprimands and random assessments of teachers in the school.	3.77	0.934	11	**High**
6	The principal accepts teachers' mistakes during the change and development process.	3.93	0.789	4	**High**
7	The principal urges teachers to benefit from the leading development experiences in the field of school administration.	3.84	0.916	6	**High**
8	The teacher-principal feels positive about high levels of performance.	3.77	0.814	9	**High**
9	The principal provides the opportunity for teachers to realize themselves by applying the ideas they propose to achieve development goals.	3.71	1.120	14	**High**
10	The principal asks teachers to justify their opinions and suggestions.	3.73	0.961	13	**High**
11	The principal encourages teachers to participate in conferences and educational training programs.	3.79	0.913	7	**High**
12	The principal monitors the extent to which the objectives associated with the educational growth of teachers are achieved.	3.75	0.971	12	**High**
13	The principal informs the teachers of the achievements of their creators and to benefit from their experiences.	3.90	0.853	5	**High**
14	The principal helps teachers to demonstrate their maximum skills and abilities.	3.63	1.009	15	**Moderate**
15	Encourages the manager to solve problems in innovative ways.	3.77	0.901	10	**High**
	Total	**3.82**	**0.686**	**-**	**High**

Table (3) shows that the arithmetic averages ranged between (3.63-4.04), where paragraph No. (2) which states, "The principal feels teachers of the importance of the role they play in the educational process" came in the first place, with a mean of (4.04) Paragraph No. (3), which states, "The principal always praises the efforts and achievements of teachers," came in second place, with a mean of (4.00), while Paragraph No. 14, which reads, "The principal helps teachers demonstrate their maximum skills and abilities," came in the last rank. With a mean of (3.63). The arithmetic mean of the degree to which school principals exercise their leadership role in

the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Education Directorate of the Middle Taybeh District of Irbid Governorate was (3.82). This result is attributed to the fact that school principals have the sufficient ability to practice Intellectual stimulation and enroll them in specialized training courses in this field, their awareness of the importance of mental stimulation, their knowledge of new and modern methods to raise the professional level of teachers, and their accurate knowledge of their leadership roles. This result is consistent with the study (Shuqayrat and Al-Jazi, 2020), which indicated that the level of public school principals' practice of transformational leadership was high, while this result differs with the study (Al-Hababi, 2014) which indicated that the degree to which school principals practice their leadership role in motivation. The mentality of teachers in the light of transformational leadership came at a moderated level.

- The results of the second question of the study, which states: "Are there statistically significant differences at the level of significance (α = 0.05) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the gender variable?".

To answer the second question, a test of two independent samples (T) was conducted to reveal the existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average degree of school principals' practice of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Directorate of Education in the Al-Taybeh Al-Wasatiyah District of Irbid Governorate is attributed to the gender variable and the following table shows that.

Table 4: Results of the T-test to indicate the differences between the average degree of school principals' practice of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiya District Education Directorate of Irbid Governorate due to the gender variable

Dependent variable	Gender	Freq.	Mean	Standard deviation	T	Freedom degrees	Sig
the degree of school principals' practice of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership	Male	85	3.8439	.69431	0.387	198	0.699
	Female	115	3.8058	.68156			

The previous table shows that there are no statistically significant differences between males and females in the degree to which school principals exercise their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Directorate of Education of the Middle Taybeh District of Irbid Governorate due to the gender variable, where the value of T (0.387), which means that it is not statistically significant at the significance level (α = 0.05). This result is attributed to the fact that schools for males or females possess a wise management that has sufficient knowledge of how to encourage teachers to exert maximum effort, provoke them and encourage them to find new ideas to overcome the problems facing them in multiple ways and to use logical thinking. This result is consistent with the study (Shuqayrat and Al-Jazi, 2020), which indicated that there are no statistically significant differences between males and females in the degree to which school principals practice transformational leadership.

- The results of the third question of the study, which is state: " Are there statistically significant differences at the level of significance (α = 0.05) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the variable years of experience?".

To answer the third question, the one-way variance test was conducted to reveal the existence of statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean degree of school principals' practice of their leadership role in teachers' Intellectual stimulation in the light of transformational leadership from the teachers' point of view in the Taybeh Al-Wasatiyah District Education Directorate The Irbid governorate is attributed to the variable years of experience and the following table shows that.

Table 5: The results of the one-way variance analysis to indicate the differences in the degree of school principals' exercise of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Directorate of Education of the Middle Taybeh District of Irbid Governorate due to the variable years of experience

Dimension	Source	Sum square	Freedom degrees	Square sum	F	Sig
the degree of school principals' practice of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership	Between group	.181	2	.091	0.191	0.826
	Within group	93.340	197	.474		
	Total	93.521	199			

The results mentioned above indicate that there are no differences between the averages in the degree to which school principals practice their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Directorate of Education of the Middle Taybeh District of Irbid Governorate due to the variable years of experience according to the value of (P), which amounts to (0.191), which indicates its insignificance and statistical significance. This result is due to the fact that years of experience do not affect the practice of school principals for Intellectual stimulation of employees, and intellectual arousal, but rather depends on the extent to which the principals are familiar with and knowledge of modern leadership methods that seek to activate the administrative role and develop the sense of responsibility of the teacher. This result is consistent with the study (Al-Hababi, 2014), which indicated that there were no statistically significant differences in the degree of transformational leadership practice due to the variable years of experience.

- **The results of the third question of the study, which is state:" Are there statistically significant differences at the level of significance (α = 0.05) to the degree of school principal's practitioners for their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Al-Taybeh Al-Wasatiyah District Education Directorate of Irbid Governorate due to the educational qualification variable?".**

To answer the fourth question, the one-way variance test was conducted to reveal the existence of statistically significant differences at the level of significance (α≤0.05) between the mean degree of school principals' practice of their leadership role in teachers' Intellectual stimulation in the light of transformational leadership from the teachers' point of view in the Directorate of Education of the Taybeh Al-Wasatiyah Brigade of Irbid Governorate, it is attributed to the educational qualification variable and the following table shows that.

Table 6: The results of the one-way variance analysis to indicate the differences in the degree of school principals' exercise of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Directorate of Education of the Middle Taybeh District of Irbid Governorate due to the educational qualification variable

Dimension	Source	Sum square	Freedom degrees	Square sum	F	Sig
the degree of school principals' practice of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership	Between group	6.449	3	2.150	4.839	0.003
	Within group	87.072	196	.444		
	Total	93.521	199			

The results presented above indicate that there are differences between the averages in the degree to which school principals practice their leadership role in Intellectual stimulation of teachers in the light of transformational leadership from the teachers' point of view in the Directorate of Education of the Middle Taybeh District of Irbid Governorate due to the educational qualification variable according to the value of (P), which is (4.839), which indicates its significance and statistical significance. And to show the statistically significant differences between the arithmetic averages, dimensional comparisons were used in an oral way as shown in Table (7).

Table 7: Scheffe's test for the effect of academic qualification on the degree of school principals' exercise of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership from the point of view of teachers in the Directorate of Education of the Middle Taybeh District of Irbid Governorate.

		Mean	Diploma	Bachelor's	Master's	PhD
the degree of school principals' exercise of their leadership role in the Intellectual stimulation of teachers in the light of transformational leadership	Diploma	3.57				
	Bachelor's	3.75	-0.18			
	Master's	3.79	-0.22	-0.04		
	PhD	4.17	-.59*	-0.41	-.37*	0

* Statistically significant at the significance level (0.01).

Table (7) shows that there are statistically significant differences ($\alpha = 0.05$) between the doctorate diploma holders and the differences were in favor of the doctoral holders. This result is attributed to the fact that the PhD holders have reviewed many recent studies and references that contributed to developing their knowledge and directing them towards modern administrative methods, in addition to having the ability to discern the extent to which managers practice these methods. This result differs with the study (Al-Haderis, 2020), which indicated that there were no statistically significant differences in the degree of transformational leadership practice due to the educational qualification variable.

Recommendations

In light of the results that have been reached, the researcher recommends a number of recommendations that will improve the reality of school principals' practice of their leadership role in Intellectual stimulation of teachers in the light of transformational leadership in the Directorate of Education of the Middle Taybeh District of Irbid Governorate, which are represented in:

1. Holding training programs and workshops in the field of transformational leadership for principals and teachers, and introducing them to its importance in educational work.
2. Providing the necessary information that helps in developing and developing the skill of thinking in new ways and means.
3. Obligating employees in educational institutions to participate in educational conferences, encouraging them and giving them moral and material incentives.
4. Giving employees the opportunity to share new ideas and ask questions for their colleagues and management to think about them.

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