

Transformational Leadership And Its Relationship To Job Satisfaction Among Educational Supervisors At The General Directorate Of Education In The Eastern Province

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Abstract:

The study aimed to reveal the relationship between the degree of practicing transformational leadership among educational leaders at the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors. To achieve This goal, the descriptive correlational method was used, and a questionnaire was prepared for data collection, it consisted of two parts; The first was the transformational leadership questionnaire, and the second was the job satisfaction questionnaire. The study sample consisted of (241) educational supervisors in the General Directorate of Education in the Eastern Province, representing (53.67%) of the total target community. several appropriate statistical methods were used to analyze the data. The most important results of the study were that there is a strong positive correlation at the level of significance ($\alpha \leq 0.05$) between the degree of practicing transformational leadership among educational leaders in the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors, as the Pearson correlation coefficient between them reached (0.736), and the most correlated dimensions were (Attention to individual feelings), while the (Ideal effect) dimension was the least correlated dimensions. In light of the results of the study, some recommendations and proposals were presented, which the researcher hopes will contribute to improving transformational leadership and its relationship to job satisfaction among educational supervisors in the General Directorate of Education in the Eastern Province.

Keywords: *Ideal Effect, Inspirational Motivation, Intellectual Stimulation, Attention to Individual Feelings.*

Introduction:

There is no doubt that this era is witnessing a wide development in the modern trends of educational leadership, which resulted from several political, economic, and technical changes that have had a clear impact on the educational administrative field in general.

This highlights the urgent need to renew educational leadership in line with these changes within the framework of the leadership's role in managing transformation and dealing therewith effectively and efficiently.

The changes that have taken place in the educational administrative field, represented by the emergence of globalization and its subsequent increase in competitiveness, and the entry into the era of the knowledge economy, in addition to the complexity of administrative problems, have imposed on leaders the need to exercise a set of emerging roles that contribute to achieving the objectives of educational institutions (Al-Ghamdi, 2021). According to modern leadership theories, all these roles belong to the "Transformational Leadership" style (Murad, 2018; Ali, 2020; and Radwa, 2021), which is one of the most successful and effective educational management styles.

Transformational leadership is considered a leadership model that includes many components, such as Individual support, shared goals, vision, intellectual stimulation, rewards, high expectations, and modeling (Thomas et al., 2020). Meeting their obvious and latent requirements (Al-Jamal, 2020). A transformational leader is concerned with raising his subordinates' understanding of their needs and then changing that awareness into hopes and expectations.

Instead, some educational studies, such as Al-Muqbel (2019) and Al-Muqahm (2020), have indicated that practicing a transformational leadership style in educational institutions has the potential to positively impact many important organizational variables, including job satisfaction, given the common belief that the level of (Job Satisfaction) is reflected in production (Hashem, 2017).

Educational institutions need to enhance the level of job satisfaction among their employees, especially in light of the close correlation between it and many vital variables illustrated by the results of studies and research in the educational field, job performance (Karakri and Al-Yaman, 2014; Macutay, 2020), organizational performance (Chun, Choi and Song, 2018), and other variables.

Based on the aforementioned, and given the necessity for educational institutions in the Saudi environment to practice leadership styles that have a beneficial impact on performance development, the primary of which is transformational leadership, the current study intends to identify transformational leadership and its relationship to job satisfaction among educational supervisors at the General Directorate of Education in the Eastern Province.

Study Problem

Based on the need to investigate the nature of the leadership styles followed in educational administrations in the Saudi environment, and to verify that they avoid the practice of traditional leadership styles based on imposing strict control on subordinates, especially in light of the negative impact that the practice of such styles has on the performance of educational institutions' human resources (Boufnaz and Bougalita, 2021; Radwa, 2021). Instead of modern administrative developments that require educational leaders to abandon the familiar roles of monitoring and evaluating subordinates' performance, leadership practice is based on introducing fundamental changes in educational institution performance (Al-Obaidaniyah and Hashem, 2020).

Considering that the results of relevant scientific studies and research have revealed a positive correlation and impact of the transformational leadership style practice on many critical organizational variables in the educational setting, including the results of the

Francisco study (Francisco, 2019) on the positive impact of school leaders' practice of transformational leadership on the self-efficacy of secondary school teachers in one of the Philippines' areas.

According to the researcher's understanding, there is a lack of scientific studies at the local level designed to define the relationship between the degree of transformational leadership practice and the degree of job satisfaction in general, and in education departments in particular. The researcher has found only two studies in this regard; the first one is the study by Al-Mandil and Al-Shawi (2018), which examined the relationship between the practice of transformational leadership and job satisfaction by the academic and administrative staff at King Abdulaziz University, and the second one is the study by Al-Otaibi (2019), which was concerned with revealing the relationship between the practice of transformational leadership by the heads of the Directorate of Education departments and job satisfaction of educational supervisors in Afif Governorate. However, the previous studies focused on identifying the reality of the practice of transformational leadership by educational supervisors or school leaders, such as the studies by: (Al-Qubaisi and Atiyah, 2018; Al-Nazel, 2018; and Zain Al Abidin, 2019). The foregoing indicates that there is a research gap in this field, which calls for research and investigation.

Based on the above, and in response to the recommendations contained in several previous scientific studies and research at the local level, such as the Al-Otaibi study (2019), which stressed the importance of conducting more studies on transformational leadership and its relationship with the job satisfaction in other educational regions and departments in the Kingdom of Saudi Arabia, and the Al-Muqahm study (2020), which recommended the need to conduct more scientific studies that are concerned with revealing the level of transformational leadership while adding other variables to measure the impact, including job satisfaction. The problem of the current study is focused on the need to reveal transformational leadership and its relationship to job satisfaction among educational supervisors at the General Directorate of Education in the Eastern Province.

Accordingly, the problem of the study is to answer the following main question:
What is the relationship between the degree of practicing transformational leadership among educational leaders at the General Directorate of Education in the Eastern Province and the level of job satisfaction among educational supervisors?

Study Questions

The problem of the study suggests the following sub-question:

- 1- Is there a correlation at the significance level ($\alpha \leq 0.05$) between the degree of practicing transformational leadership among educational leaders at the General Directorate of Education in the Eastern Province and the level of job satisfaction among educational supervisors?

Study Aims

The present study aims to achieve the following:

- 1- Revealing a correlation at the significance level ($\alpha \leq 0.05$) between the degree of practicing transformational leadership among educational leaders at the

General Directorate of Education in the Eastern Province and the level of job satisfaction among educational supervisors.

Importance of Study

The importance of this study stems from the following:

- Scientific Importance (theoretical-practical):

- 1- In its theoretical part, the study provides light on the views that clarify the nature of the relationship between the two variables of transformational leadership and job satisfaction, while also analyzing the scientific justifications and interpretations behind these viewpoints.
- 2- The study paves the way for researchers in the educational administration field to conduct more studies and research on transformational leadership and its relationship with many other variables in the educational environment, which will enrich the Arab Library with future research efforts in this field.
- 3- It is hoped that the study's results will benefit educational leaders in the Eastern Region's General Directorate of Education by informing them of the level of their transformational leadership practice from the point of view of educational supervisors, which may serve as a starting point to promote strengths and address weaknesses of these practices.

Limits of the Study

The study was conducted within the following limits:

- **Thematic Limits:** This study was limited to revealing the relationship between transformational leadership and job satisfaction among educational supervisors at the General Directorate of Education in the Eastern Province.
- **Spatial Limits:** The study has applied to the General Directorate of Education in the Eastern Province.
- **Time Limits:** The study was conducted during the first semester of the academic year 1444 AH.
- **Human Limits:** The sample of the study was represented by the educational supervisors at the General Directorate of Education in the Eastern Province.

Study Terms

The subject of the study includes the definition of the following terms:

- 1- Transformational Leadership:** Younis (2015) defines transformational leadership as: "That leadership style that transforms the organization into a place characterized by movement and renewal, while deepening positive values towards work, and co-workers between the boss and subordinates" (Page 189).

The researcher defines transformational leadership procedurally as Leadership practices carried out by educational leaders at the General Directorate of Education, including the Director of the Directorate and the heads of its departments, which aim to

improve the situation in these departments for better status and to positively affect educational supervisors, which are measured procedurally through the responses of study workers on the four dimensions of the first aspect of the questionnaire prepared for this purpose. These dimensions are the following: (Ideal Effect, Inspirational Motivation, Intellectual Stimulation, and Attention to Individual Feelings).

2- Job Satisfaction: According to Al-Thubaiti (2018), Job satisfaction is defined as: “A set of factors and influences attributed to the job, management or work environment, which contribute to the employee satisfaction and increased productivity, or his dissatisfaction and decreased productivity.” (Page 161)

The researcher defines job satisfaction procedurally as A set of positive trends that form among the educational supervisors at the General Directorate of Education in the Eastern Province regarding their work, which is related to the work environment and conditions, and is measured procedurally through the responses of the study members on the second aspect of the questionnaire prepared for this purpose.

Methodology and Procedures

Study Approach

In light of the nature and objectives of the study, the researcher used the descriptive correlational approach, which is defined according to Alassaf (2016) as the following: "It is one of the types of the descriptive approach and one of its application methods, through which you can see if there is a relationship between two or more variables, and then to learn about the degree of that relationship." This approach was selected purposefully since it facilitates the achievement of the study's main objective, which is to reveal transformational leadership and its relationship to job satisfaction among educational supervisors at the General Directorate of Education in the Eastern Province.

Study Population

The study population consisted of all male educational supervisors at the Directorate of Education in the Eastern Region, who were on the job in the first semester of the academic year 1444 AH, and there were (449) educational supervisors according to the official statistics issued by the Directorate of Education in the Eastern Region.

Study Sample

Given the size of the study population, a simple random sample of the entire population was obtained, in light of the appropriate minimum size of the research population, depending on the Krejcie & Morgan equation (Krejcie & Morgan, 1970) to determine the sample size

Accordingly, the total number of the study sample reached (241) educational supervisors at the Directorate of Education in the Eastern Region who were on the job in the first semester of the academic year 1444 AH, representing (53.67%) of the total size of the surveyed population.

To identify the characteristics of the sample, table 1 describes the study sample individuals based on the preliminary data:

Table (1) Characteristics of the study sample individuals according to the preliminary data (n=241).

S. No.	Raw Data	Subcategories	Frequency	%
1	Educational Qualifications	Bachelor	181	75.1%
		Master's	48	19.9%
		Doctorate	12	5.0%
		Total	241	100%
2	Years of Experience in Educational Supervision (*)	Under 5 years	5	2.1%
		From 5 to less than 10 years	12	5.0%
		15 years or more	224	92.9%
		Total	241	100%

(*) The subcategories of years of experience in educational supervision variable have been changed to become (less than 5 years, from 5 to less than 15 years, 15 years, and more); due to the absence of any entries (individuals) under the subcategory (from 10 to less than 15 years).

It is clear from Table (1) that the majority of the study sample members from among the educational supervisors at the General Directorate of Education in the Eastern Province hold an educational qualification (Bachelor), with a frequency of (181) entries (individuals), corresponding to a percentage of (75.1%) of the total, followed by the study sample members who hold an educational qualification (Master's), with a frequency of (48) entries (individuals), and with a percentage of (19.9%) of the total, followed by the study sample members who hold an educational qualification (PhD), with a frequency of (12) entries (individuals), and with a percentage of (5.0%) of the total. As shown in Table (1), the majority of the study sample members have years of experience in educational supervision (15 years or above), with a frequency of (224) entries (individuals), corresponding to a percentage of (92.9%) of the total, followed by the study sample members who have years of experience in educational supervision (from 5 to less than 10 years), with a frequency of (12) entries (individuals), and with a percentage of (5.0%) of the total, followed by the study sample members who have years of experience in educational supervision (less than 5 years), with a frequency of (5) educational supervisors, and with a percentage of (2.1%) of the total, while there are no study sample members who have years of experience in educational supervision (from 10 to less than 15 years). Figure 1 shows the frequencies and percentages of the distribution of the study sample according to the preliminary data:



Figure (1) Characteristics of the study sample individuals according to the preliminary data (n=241).

Study Tools: In light of the nature of the objectives of the study and its variables, the questionnaire was relied on as a data collection tool, as it is the most widely used and common scientific research tool in descriptive research (Farghali and Othman, 2012). This tool was built in light of the problem of the study, and the questions it seeks to answer according to the following steps:

1- Building the Study Tool: The questionnaire was initially developed after evaluating a series of past studies that addressed transformative leadership, the most important of which are: Al-Jamal study (2017); Al-Mandil and Al-Shawi study (2018); Al-Nazel study (2018); Zain Al-Abidin study (2019); Al-Otaibi study (2019), as well as Al-Obaidaniyah and Hashem study (2020), in addition to some previous studies that addressed job satisfaction, most notably the study of Karakri and Al-Yaman (2014); Farhan and Abdul-Habbar study (2015); Al-Thubaiti study (2018); Al-Otaibi study (2019); and Abdul-Razzaq study (2021).

The survey initially consisted of three parts, as follows:

- First Part: Preliminary data, which included the preliminary data of the study sample members represented in the following: (Educational qualification, and years of experience in educational supervision).
- Second Part: Transformational leadership, which consisted of (36) statements distributed over four dimensions that measure the degree of practice of transformational leadership by educational leaders, according to the following distribution:
 - o First Dimension: Ideal effect, which included (9) statements.
 - o Second Dimension: Inspirational motivation, which included (9) statements.
 - o Third Dimension: Intellectual Stimulation, which included (9) statements.
 - o Fourth Dimension: Attention to individual feelings, which included (9) statements.
- Third Part: Job satisfaction, which consisted of (25) statements that measure the degree of job satisfaction among educational supervisors.

3- Verification of the Study Tool Validity: The validity means that the tool is valid for attaining the aims for which it was designed and that it measures what it should

measure not something else (Abu Samra and Al-Titi, 2020), and the validity of the questionnaire has been verified in two ways:

A- Face Validity of the Tool:

The face validity or what is known as the interraters validity of the study tool was verified by presenting it in its initial form to (15) interraters having experience and competence in the educational administration, Higher Education Administration, the Faculty of Education at Imam Abdulrahman Bin Faisal University, Umm Al Qura University, and the University of Jeddah in addition to the Directorate of Education in the Eastern Region and its affiliated offices (see Appendix No. 1); to assess the tool, and express an opinion on the dimensions and statements of the questionnaire attached, in terms of the clarity of the wording of each phrase, its integrity, its importance, and its relevance to the dimension to which it belongs, and to propose any amendments they deem appropriate from their point of view.

In light of the suggestions of the interraters, some minor linguistic modifications were made to a few of the questionnaire statements, so that the questionnaire in its final form (see Appendix No. 2) was composed of three parts as mentioned above. To estimate the degree of the study sample's response to the questionnaire statements, the five-point Likert scale was used to assess the degree of response according to the following gradation: (Very high, high, medium-low, very low), and the scores correspond to (5, 4, 3, 2, 1) respectively. To determine the criterion for assessing the response, the range and length of the category were determined by subtracting the lowest score from the maximum score ($5 - 1 = 4$) and then dividing the result by the number of categories ($4 \div 5 = 0.80$), and accordingly, the criterion shown in table 2 was reached to assess the responses:

Table (2): The criterion adopted for assessing the responses of the study sample to the questionnaire.

S. No.	Response Degree	Arithmetic Mean
1	Too Low	From 1.00 to 1.80
2	Low	From 1.81 to 2.60
3	Medium	From 2.61 to 3.40
4	High	From 3.41 to 4.20
5	Very high.	From 4.21 to 5.00

b. Validity of the Tool Internal Consistency:

The validity of the internal consistency of the questionnaire parts and dimensions was confirmed by applying it to a reconnaissance sample of (30) educational supervisors at the General Directorate of Education in the Eastern Province who were on the job in the first semester of 1444 AH from outside the main study sample, and result the extent to which each of the questionnaire statement is related to the total degree of the part or dimension to

which they belong, and verifying this by result the Pearson correlation coefficient. Table 3 shows the relevant results.

Table (3) Pearson correlation coefficients between each statement and the total degree of the part or dimension to which it belongs (n=30).

Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient
First Part: Transformational Leadership							
First Dimension: Ideal Influence				Second Dimension: Inspirational Motivation			
1	0,835**	6	0,838**	1	0,819**	6	0,884**
2	0,853**	7	0,760**	2	0,904**	7	0,943**
3	0,837**	8	0,846**	3	0,818**	8	0,889**
4	0,919**	9	0,746**	4	0,925**	9	0,860**
5	0,838**			5	0,888**		
Third Dimension: Intellectual Stimulation				Fourth Dimension: Attention to Individual Feelings			
1	0,810**	6	0,951**	1	0,812**	6	0,885**
2	0,897**	7	0,922**	2	0,818**	7	0,850**
3	0,880**	8	0,941**	3	0,917**	8	0,871**
4	0,920**	9	0,926**	4	0,872**	9	0,763**
5	0,892**			5	0,839**		
Second Part: Job Satisfaction							
1	0,572**	8	0,800**	15	0,783**	22	0,726**
2	0,761**	9	0,666**	16	0,830**	23	0,719**
3	0,796**	10	0,736**	17	0,868**	24	0,839**
4	0,849**	11	0,825**	18	0,834**	25	0,833**

Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient	Statement Number	Correlation Coefficient
5	0,819**	12	0,795**	19	0,896**		
6	0,868**	13	0,709**	20	0,902**		
7	0,773**	14	0,844**	21	0,552**		

** Significant at the level of significance (0.01).

It is clear from Table (3) that the values of Pearson correlation coefficients between all statements of the first dimension and the total score of the dimension are positive, ranging between (0.746) and (0.919) at the level of significance (0.01). The values of Pearson correlation coefficients between all statements of the second dimension and the total score of the dimension are positive, ranging between (0.818) and (0.943) at the level of significance (0.01). Similarly, the values of Pearson correlation coefficients between all statements of the third dimension and the total score of the dimension are positive, ranging between (0.810) and (0.951) at the level of significance (0.01), as well as the values of Pearson correlation coefficients between all statements of the fourth dimension and the total score of the dimension are positive, ranging between (0.763) and (0.917) at the level of significance (0.01). On the other hand, it is found that the values of Pearson correlation coefficients between all the statements of the second part and its total score are positive, ranging between (0.552) and (0.902) at the level of significance (0.01), which indicates the validity of the internal consistency of the questionnaire statements in both parts, transformational leadership, and job satisfaction.

4- Verification of the Study Tool Reliability: Reliability means that the tool gives almost the same results if it is applied to the same sample in the same conditions and situations during a specific period (Abu Samra and Al-Titi, 2020). To verify the reliability of the study tool, it was distributed after verifying its validity concerning the aforementioned reconnaissance sample, and then calculating the Cronbach Alpha coefficient for each part and dimension of the questionnaire, and also calculating it for the entire tool. Table 4 shows the results obtained:

Table 4 The Reliability Coefficients of the Questionnaire using Cronbach's Alpha according to each part or dimension (N=30).

Part or Dimension	Number of Statements	Reliability Coefficients
First Part: Transformational Leadership	36	0986
First Dimension: Ideal Influence	9	0939

Part or Dimension	Number of Statements	Reliability Coefficients
Second Dimension: Inspirational Motivation	9	0963
Third Dimension: Intellectual Stimulation	9	0971
Fourth Dimension: Attention to Individual Feelings	9	0950
Second Part: Job Satisfaction	25	0968
Questionnaire as a Whole	61	0981

It is clear from Table 4 that the study tool has a statistically acceptable reliability, as the total reliability coefficient value of the tool using the Cronbach's Alpha method was (0.981). The reliability coefficients of Cronbach's Alpha for the dimensions of the first part (transformational leadership) amounted to (0.939), (0.963), (0.971), and (0.950), respectively, while the reliability coefficient of Cronbach's Alpha for the first part as a whole amounted to (0.986), and for the second part (job satisfaction) amounted to (0.968). All of these numbers imply a high level of reliability that can be relied on for the current study's field application.

Study Procedures: To apply the study in the field, the following procedures were followed:

1. Researcher's Mission Facilitation Request Form was obtained from Imam Abdulrahman Bin Faisal University (see Appendix 3), which was then applied to the reconnaissance sample to evaluate the tool's validity and reliability.
2. The researcher's Mission Facilitation Letter was issued by the Director of the Planning and Development Department at the General Directorate of Education in the Eastern Province to the directors of education offices (see Appendix 4), to apply the questionnaire to the reconnaissance and baseline study sample.
3. The researcher distributed the study tool electronically to the members of the study sample from among the educational supervisors at the Directorate of Education in the Eastern Region, who are on the job in the first semester of the academic year 1444 AH.
4. After obtaining the number of required responses, which is (241) responses, all answers were counted, as no response was excluded due to the completeness of all answers, and the absence of any incorrect responses or answers. Then the data was coded, and entered into the computer memory for statistical analysis, using Statistical Package for the Social Sciences (SPSS 28.0), which is useful in answering the questions of the study.
5. The collected data was sorted, tabulated, and formatted under the presenting format of the study questions, and the results were reviewed and compared to the results of prior related studies.
6. A set of recommendations and suggestions were made based on the results.

Statistical Methods used in the Study:

To answer the research questions, some statistical approaches were used:

1. Frequencies and Percentages: to identify the features of the study sample based on preliminary data, distribution of their responses to the degree of practice of transformational leadership among educational leaders at the General Directorate of Education in the Eastern Province from the perspective of educational supervisors, and to determine their degree of job satisfaction according to the five-year response scale adopted in the study tool.
2. Pearson Correlation Coefficient: to verify the validity of the internal consistency of the study tool, in addition to revealing the relationship between the degree of practice of transformational leadership and the degree of job satisfaction among educational supervisors at the General Directorate of Education in the Eastern Province.
3. Cronbach's Alpha Coefficient: to verify the reliability of the study tool.
4. Means and standard deviations: to identify the degree of practice of transformational leadership by educational leaders at the General Directorate of Education in the Eastern Province from the point of view of educational supervisors, in addition to determining the degree of job satisfaction among educational supervisors at the General Directorate of Education in the Eastern Province from their point of view.
5. One-Sample Kolmogorov-Smirnov Test: To check whether the data follow the normal distribution or not, the results were as shown in the following table.

Table (5) One Sample Kolmogorov-Smirnov Test (n= 241).

Part or Dimension	Number of Statements	Value of "Z"	Level of Significance
First Part: Transformational Leadership	36	0091	0001
First Dimension: Ideal Influence	9	0084	0001
Second Dimension: Inspirational Motivation	9	0088	0001
Third Dimension: Intellectual Stimulation	9	0106	0001
Fourth Dimension: Attention to Individual Feelings	9	0076	0002
Second Part: Job Satisfaction	25	0065	0016

It is clear from Table 5 that the values of the significance levels of the One-Sample Kolmogorov-Smirnov Test for the first part (transformational leadership) and its four sub-dimensions along with the second part (job satisfaction) were less than (0.05), which indicates that the data does not follow the normal distribution, and therefore non-parametric tests should be used.

6. Kruskal-Wallis test: to detect statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the means of the study members' responses to the degree of transformational leadership and job satisfaction attributed to two variables: (Educational qualification, and years of experience in educational supervision).

Results and Discussion

First: Presentation, discussion, and interpretation of the results of the first question.

To answer the first question, which stated: **Is there a correlation at the significance level ($\alpha \leq 0.05$) between the degree of practicing transformational leadership among educational leaders at the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors?**

The Pearson Correlation Coefficient was used to verify the existence of a correlation between the degree of practice of transformational leadership by educational leaders at the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors, as follows:

Table (6) the Pearson correlation coefficient for the relationship between the degree of practicing transformational leadership among educational leaders in the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors.

	Dimensions	Job Satisfaction	Sorting based on Relationship Strength.
Transformational Leadership	First Dimension: Ideal Influence	0,650**	4
	Second Dimension: Inspirational Motivation	0,686**	3
	Third Dimension: Intellectual Stimulation	0,693**	2
	Fourth Dimension: Attention to Individual Considerations	0,709**	1
	Total	0.736**	-

** Significant at (0.01) level.

Table 6 shows that there is a strong positive correlation between the overall degree of transformational leadership practice by the educational leaders at the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors at a significance level of (0.01), as the Pearson correlation coefficient between them reached (0.736), which confirms that the higher the degree of transformational leadership practice by the educational leaders at the General Directorate of Education in the Eastern Province, the higher the level of job satisfaction among educational supervisors, and vice versa.

It is also clear from the previous table that there is a strong positive correlation between the degree of the practice of all four sub-dimensions of transformational leadership among educational leaders at the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors at a significance level of (0.01), which came after the most closely related (attention to individual considerations), followed by (intellectual stimulation), then (inspirational motivation), and finally the least closely related (ideal effect), with Pearson correlation coefficients of (0,709, 0,693, 0,686, 0,650), respectively. This confirms that the higher the degree of practice (attention to individual considerations, intellectual stimulation, inspirational motivation, ideal effect) among educational leaders at the General Directorate of Education in the Eastern Province, the higher the level of job satisfaction among educational supervisors, and vice versa.

This result that there is a strong positive correlation between the degree of transformational leadership practice by the educational leaders at the General Directorate of Education in the Eastern Province and the degree of job satisfaction among educational supervisors, whether the overall grade or the four sub-dimensions, can be explained by the logical impact of a good leadership style, represented in the transformational leadership, on raising the level of educational supervisors satisfaction with the reality of their job and supervisory work; The practice of transformational leadership by educational leaders has been accompanied in practical sense by paying attention to the individual feelings of educational supervisors, taking into account and respecting their feelings, providing a suitable environment for building effective human relations between them, intellectually stimulating them by allowing them to put forward new creative ideas, and overcoming the various challenges they face while at work. In addition to inspiring them by expressing appropriate gratitude for their efforts, interacting with them effectively and directly, and ideally changing their behaviors, attitudes, and beliefs by respecting and appreciating them, and engaging with them in a confident framework. All of this was positively associated with an increase in the level of job satisfaction among educational supervisors with their work at the General Directorate of Education in the Eastern Region. This interpretation is consistent with what was stated in the theoretical framework, including what was mentioned by (Anjilus et al., 2019) about how the characteristics of transformational leadership contribute to improving the level of job satisfaction among subordinates, and what was mentioned by (Huynh, 2021) about the quality of the relationship between the transformational leader and his subordinates has a significant impact on their job satisfaction, in addition to what (Alessa, 2021) pointed out about the fact that transformational leadership is the most likely leadership style to stimulate job satisfaction for subordinates. (Basar et al., 2021) stated that the practice of transformational leadership makes subordinates feel appreciated and satisfied because it develops flexible

professional relationships between leaders and subordinates, based on showing respect and appreciation.

This result is consistent with the results of all previous studies, such as Arokiasami et al. (Arokiasamy et al, 2016) which revealed a strong correlation between the level of transformational leadership practice by national primary school principals in Malaysia and the level of job satisfaction among teachers. It also supports the results of the Al-Mandil and Al-Shawi study (2018), which found a strong correlation between the degree to which leaders in academic organizations practice transformational leadership in all four dimensions and job satisfaction among academic and administrative staff at King Abdulaziz University. It also agrees with the results of the Kouni et al. study, (Kouni et al., 2018) which found that when leaders of secondary and preparatory schools in a local directorate in Greece use transformational leadership, teachers report high job satisfaction. It also agrees with the results of the study by (Jameel & Ahmed, 2019), which showed that the dimension of "individual consideration" had a greater impact on the job satisfaction of faculty members at Cihan University-Erbil in Iraq than other dimensions of transformational leadership. It also agrees with the results of the study of (Anjilus et al., 2019), which showed that the transformational leadership style has a strong correlation with job satisfaction among academic teachers at The Six Education Hubs in Malaysia. On the other hand, this result is consistent with the results of (Duyan & Yildiz, 2020), which showed transformational leadership's impact on the job satisfaction of faculty members at higher education institutions in Turkey. Finally, there is agreement between these results and the results of (Rosnizah et al., 2022) which showed that transformational leadership has a strong correlation with the job satisfaction of faculty members in higher education institutions in Malaysia.

While this result differs -partially- from the results of some previous studies; such as the study of Al-Jaditawi (2014), which showed that the dimension of (ideal effect) is the most transformational leadership dimension of university presidents, capable of predicting the level of job satisfaction of deans and heads of academic departments in Jordanian public and private universities. They also differ –partially- with the results of (Bayram and Dinç, 2015), which indicated that the two dimensions of individual consideration and intellectual stimulation within the dimensions of transformational leadership did not have an impact on the level of job satisfaction among employees of private universities in Bosnia and Herzegovina.

Recommendations:

Given the study's results, the following recommendations can be made:

- 1- It is hoped that educational leaders at the General Directorate of Education in the Eastern Province will make additional efforts to improve the degree of transformational leadership practice by educational leaders, especially concerning practices related to intellectual stimulation, which came as the lowest dimension of transformational leadership in terms of the degree of practice, provided that this can be accomplished by providing workshops to teach them how to urge supervisors to engage in establishing a developmental vision for the Directorate and improving their capacity to understand the difficulties they confront.

- 2- Educational leaders at the Eastern Province's General Directorate of Education should consider the reasons for increasing their level of transformational leadership practice, such as improving their ability to persuade, accepting dissenting opinions to improve workflow, and setting performance standards that challenge the Directorate's employees' capabilities.
- 3- Decision-makers in the Ministry of Education need to pay more attention to improving the level of job satisfaction of educational supervisors in the General Directorate of Education in the Eastern Province, by allocating material and moral incentives commensurate with the level of their job performance and providing all the material and technical equipment necessary to accomplish their job tasks, especially since these statements were the least responsive from their point of view.
- 4- The Ministry of Education should contribute to activating the practice of transformational leadership as an input to improving job satisfaction in the public administrations of education, provided that this is done by issuing a detailed guide to how to practice this leadership style in its various dimensions, and clarifying its relationship to improving job satisfaction among educational supervisors.
- 5- Managers of education directorates in the Kingdom of Saudi Arabia can benefit from the present study tool in evaluating the degree to which educational leaders practice transformational leadership from the point of view of educational supervisors.

Future Research:

To enrich the Arab Educational Library with more studies and scientific research that address other dimensions within the current thematic context, the researcher proposes to conduct the following future research:

- 1- Conduct a similar study concerned with revealing transformational leadership and its relationship to job satisfaction among female educational supervisors at the General Directorate of Education in the Eastern Province, and comparing it with the results of the present study.
- 2- Conduct similar studies concerned with revealing transformational leadership and its relationship to job satisfaction among educational supervisors at education offices in remote areas of the Kingdom of Saudi Arabia, and comparing it with the results of the present study.
- 3- Conduct a comparative study to determine the factors affecting the level of job satisfaction of educational supervisors in the general directorates of education in the Kingdom of Saudi Arabia and GCC countries.
- 4- Conduct research to develop a proposed strategy to improve job satisfaction for educational supervisors in education directorates across the Kingdom of Saudi Arabia in light of the introduction of transformational leadership.

- 5- Conduct a forward-looking study utilizing the Delphi method to determine the criteria for selecting educational leaders in the Kingdom of Saudi Arabia's General Directorates of Education in light of the introduction of transformational leadership.

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