How primary-school headteachers follow transformational leadership dimensions from the perspective of the teachers

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ملخص:

تناولنا في هذه الدراسة تحديد درجة ممارسة مديري المدارس الابتدائية لأبعاد القيادة التّحويليّة من وجهة نظر المعلّمين ، ولتحقيق هدف الدّراسة التمثّل في تحديد درجة ممارسة مديري المدارس الابتدائية لأبعاد القيادة التحويلية وتأثيرها على المعلمين من وجهة نظرهم فقمنا بتصميم استبيان بناءً على أدبيات نظريّة سابقة تتضمن (21) فقرة وأربعة أبعاد لجمع المعلومات الأوّلية، وقمنا بتوزيع (94) استبيانًا على عينة الدّراسة المتمثّلة في المعلمين في المدارس الابتدائية لبلدية ورقلة وتوصل الباحثان إلى أنه يوجد تطبيق لأبعاد القيادة التحويلية من طرف مديري المدارس الابتدائية من وجهة نظر المعلمين فيها بدرجات مختلفة بين الأبعاد، ولا يوجد تأثير ذو دلالة إحصائية لتطبيق أبعاد القيادة التحويلية من طرف مديري المدارس الابتدائية من وجهة نظر المعلمين والمعلمات فيها تعزى لمتغير الخبرة والمؤهل العلمي.

الكلمات المفتاحية: تأثير وجاذبية، اهتمام فردي، مدارس ابتدائية، خبرة تدريس،قيادة تحويلية.

Summary:

In the present study, we tackle the extent to which primary-school headteachers follow the transformational leadership dimension from the perspective of the teachers there. To reach the goal of this study, we designed a questionnaire based on the framework of a previous theory that includes (21) paragraphs and four dimensions, then we distributed 94questionnaire on the primary-school teachers in Ouargla. The study found that, from the teachers' point of view, transformational leadership dimensions are applied, to varying extents, by the primary-school headteachers and that there is no statistically significant effect, due to the different expertise and educational qualifications, from applying these dimensions by the headteachers.

Key words: impact and gravity ; individual attention ; primary schools ; teaching experience

I- Introduction

Nowadays, institutions face very serious external challenges and threats arising from rapid changes in technology, accompanied by an explosion of knowledge and information, which requires the development and modernization of various means of management in order to adapt to the changes taking place, and puts institutions under pressure to confront accelerated changes, especially educational institutions that create the future generation.

All changes require a leader who can take control of school, be qualified to increase teachers' motivation, have high communication skills, be able to work with the staff, have an ambitious vision for the future, and deal with what will be in a school environment in which different sources invest effectively and efficiently in school, and be qualified to lead in a sequential manner that involve

s both the school community and the local community in accordance with scientific development. Hence, the problem of the study can be identified as follows:

- How far do primary school administrators practice transformative leadership dimensions from the teachers' point of view?
- Are there statistically significant differences in primary school administrators' practice of shifting leadership dimensions from the perspective of teachers and teachers in relation to a variable (teaching experience, scientific qualification)?

I.1. Hypotheses:

- The gravitational and influential dimension of primary school administrators is not applied from the point of view of teachers and teachers.
- Motivation and inspiration from primary school administrators are not yet applied from the point of view of teachers and teachers.
- Intellectual excitation is not applied by primary school administrators from the point of view of teachers and teachers.
- There are no statistically significant differences in the degree to which primary school administrators practice the dimensions of transformative leadership from the perspective of teachers and teachers in relation to the scientific qualification variable at an indication level ($\propto = 0.05$).
- There are no statistically significant differences in the degree to which primary school administrators practice the transformative leadership dimensions from the perspective of teachers and teachers in relation to the variable teaching experience at an indicative level ($\propto = 0.05$).

I.2. Study objectives: This study aims to:

1- Determine the degree to which transformative leadership dimensions are applied by primary school administrators in the municipality of Ouargla.
2- Introducing the dimensions of transformative leadership and the consequences of its application in primary schools.
3- This research confirms the necessity of applying the dimensions of the transformative leadership to primary school managers.

I.3. Study limits:

This study identified:
1. Temporal limits:Academic year : 2017|2018.
2. Spatial boundaries: The primary schools of the municipality of Ouargla.
3. Human boundaries: Teachers and teachers in the primary schools of the municipality of Ouargla.

II- Theoretical framework:

First: The rise of transformative leadership:

In 1978, the first concept of transformative leadership was presented by the American political scientist "Burns", then a set of concepts in the transformative leadership came successively as additions or contributions to Burns' work by a number of researchers and scientists. Bass also introduced its renowned theory of transformational leadership as well as measures of the fundamental factors of leadership behavior theory, followed by the development of theory and its tools by Bass, Avelo and a number of their colleagues through assessment research and a developed model known as the full extent of transformational leadership development, as well as a program (training and evaluation). In the theory of transformative leadership, the theory was presented in the form of programs for hundreds of thousands of leaders from various industrial, health and educational sectors and institutions, whether governmental or private[1].

II.1. The Concept of Transformational Leadership:

Burns defines transformational leadership as the drive and activation of followers toward goals by promoting higher values and ethical values and leading them to leadership[2].

Bernard Bass believes that transformative leadership is a series of actions by leaders to motivate their subordinates to do things they were not originally expected to do without these leaders. Leaders succeed if they can send their subordinates' feelings forward. To convince them of the importance and value of the results their work has reached, and to push these subordinates to forge their personal interests

and serve the community's interest by employing their individual needs[3] and aspirations for the public interest.

The transformative leadership seeks to advance the feeling of the followers by using ethical ideas and values such as freedom, justice, equality and humanity. The transformative leadership behavior starts from the personal values and beliefs of the leader rather than sharing interests with subordinates[4].

"Churchill" defines transformational leadership as a vital and inspiring relationship of influence between leaders and their followers, who have a moral obligation to the mission of an organization that ensures that its members have access to ongoing change and improvement through collaborative responsibility and accountability to benefit the enterprise's customers[5].

It is seen as such a leadership that goes beyond providing incentives for desired performance to develop and encourage intellectual and creative subordinates and to transform their own interests into an essential part of the Organization's supreme message[6].

Transformative leadership is the leadership that inspires subordinates to advance their self-interest in the public interest, and has the capacity to make a superlative influence on subordinates' behavior[7].

The researcher believes that transformational leadership is a set of ethical values that characterize a leader so that they can influence, encourage and transform employees and their own interests to be part of the organization's goals and promote them toward continuous development and improvement.

II.1.1. Transformative Leadership Objectives:
There are three objectives for transformational school leadership that the school manager must commit to:
- Help your team to develop and achieve a professional culture and school help.
- Help teachers solve their problems more effectively.
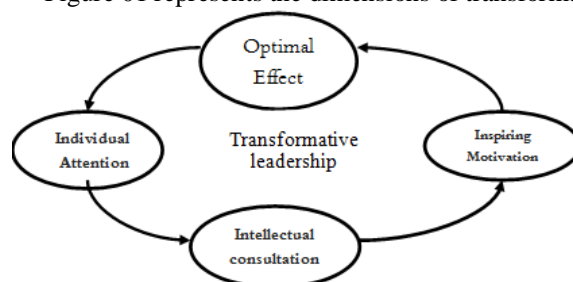- Promoting teacher development.

II.1.2. characteristics of transformative leadership:
Transformative leadership has a set of characteristics that make it one of the most supportive patterns of continuous development and improvement, among which are:
1- High self-confidence.
2- Respect others.
3- The ability to deal with complexity.
4- Take responsibility[8].
5- The leader strives to reach his subordinates for higher productivity than goals and beyond expectations from them and the educational institution[9].
6- He must have a clear presence and physical activity where workers share their problems in school and offer them appropriate solutions[10].

II.1.3. Transformative Leadership Dimensions:
Figure 01 represents the dimensions of transformational leadership

Source: Preparation based on the conceptual framework

Transformative leadership is four dimensions and can be summarized as follows:

II.1.3.1. The Optimal Effect:

It describes a manager who represents a role model and an example of an ideal institution. A transformational leader influences others, and he is a wise person of trust, respect, and his decisions.

Among the things that leaders do to describe idealism is to take the needs of others into account and present them on their individual needs, to prepare them to sacrifice personal gains for others, to participate in the dangers to which followers are exposed, to be consistent and not passive in their actions, to adhere to ethical standards, and to avoid using force in the interests of others; Once these ideal qualities are in place and over time, the followers work to emulate them, their objectives become more meaningful and work at their maximum potential[11].

II.1.3.2. Inspiring Motivation:

It describes the manager, who increases the motivation of those who commit to seeing the organization, encourages the team's spirit to work toward the goals of the organization, and acts in accordance with this characteristic in ways that motivate and inspire their surroundings to give meaning and challenge their subordinates, to the spirit of the community, and to show enthusiasm and optimism. He has made followers think of many attractive future situations, motivating them to study very different and desirable alternatives, and giving them the opportunity to participate in the achievement of common goals[12], challenging difficulties with the convictions of their leaders that every work they do has a great meaning in the service of their organization[13]and future.

II.1.3.3. Intellectual Consultation:

The ability of a manager to convince subordinates of the importance and necessity of abandoning old thinking, reconsidering their problem-solving techniques, adopting innovative approaches, unconventional solutions, and new techniques, and the transfer manager is looking at new ideas, he is a problem-telling affiliate[14].

It also encourages innovation by not allowing public criticism to be directed even when it fails, accepting different ideas even if it conflicts with its ideas, empathizing with others, listening to their ideas, and engaging in their feelings, which means that the manager practices emotional rebuking to motivate employees to find creative solutions to the organization's problems[15].

II.1.3.4. Individual interest or individual feeling:

According to this theme, the transfer manager gives special attention to the needs of each individual to develop and improve their performance and growth, working as a coach, mentor, friend and mentor, and interested in their personal aspects, and creating new opportunities for their education, taking into account individual differences in their needs and wishes. They should be seen as working people rather than being subordinates or workers, and the leader must be well listener and give them confidence and comfort if he wants to say something[16].

II.2 Second: School administration:
II.2.1. The Concept of School Administration:

The school administration has benefited from the concept of educational management, and the school administration is defined as "the process by which human and material efforts are mobilized and directed toward achieving the objectives of the educational institution, curricula, teaching methods, school activities, technical supervision, funding of educational programs, organizing the relationship between educational institutions, society and other aspects that affect the process Education[17].

School management is all the efforts, activities and processes (planning, organizing, following up, evaluating, monitoring) that the school manager carries out with his staff teachers, administrators and others[18].

The main focus of school management can be stated as follows:
- Collaborative group work between Manager, teachers, and administrators.
- Try to invest all material and human resources to achieve school goals efficiently and effectively.

- Management needs to plan, organize and supervise the work done in advance.

- Achieving the main goal of the school is to raise a generation of citizens who are able to think and act correctly.

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II.2.2. objectives of school administration: The most important objectives are[19]:

– building a learner's personality is an integrated building.

Organization and coordination of technical and administrative work in order to improve relations between school staff.

– Apply the regulations and laws issued by the higher educational authorities.

– Develop future development and growth plans for the school.

– Fully supervise teachers' implementation of curriculum and non-methodological activities.

Improvement of school-external relations through parent councils and others.

– Provide different school activities for the growth of the learner's personality.

The establishment of an appropriate school environment for the achievement of educational and educational objectives.

II.2.3. characteristics of school administration: The most prominent of these characteristics are as follows[20]:

- Purposeful management: That is, it has a specific, clear purpose and depends on sound planning.

- Be a Leading administration: Influence and be influenced by what's going on around them and influence subordinates so that they are attracted to work.

- Be a humanitarian administration: Through good interaction with others, listen and assist in developing proposed solutions to their problems.

- Democratic administration: Any collective decision-making.

- Efficient and efficient by optimizing the use of material and human resources.

- Be a practical manager: It adapts to situations in accordance with the requirements of the educational situation.

- Have the ability to keep pace with change and development by adopting modern management techniques.

III. Study Procedures:

This research is based on the data analysis of SPSS for the study of the dimensions and degree of application of transformational leadership, where the necessary calculations have been made, such as the facsimile factor, arithmetic mean, standard deviation and the Anova mono-sometric analysis test, using the quintet scale.

Table No. 02 shows the linguistic meaning of the peace, grade and weight we measure

The linguistic meaning of peace	Grade	The weight we measure on
Strongly agree	5	4.20 – 5
OK	4	3.40-4.19
Neutral	3	2.60-3.39
Disagree	2	1.80-2.59
Strongly disagree	1	1- 1.79

Source: Set up by SPSS output

III.1. Study Community: We used the descriptive approach in this study and form a community of teachers and teachers in the municipality of Ouargla in the school year 2017|2018, based on information from the Digital Bureau in May, there were 63 primary schools in May, including two provinces, with 940 teachers and teachers.

III.2. Study Sample: The study sample represents 10% of the study community, and was randomly selected, i.e. 94 questionnaires were distributed to 10 primary schools in May 2017, and within a week of distribution we collected distributed questionnaires, with 68% of distributed questionnaires.

III.3. First: Test the sincerity and stability of the study tool
Virtual truthfulness: In order to ensure the authenticity of the instrument, the form was presented to a group of arbitrators from the Faculty of Economic, Trade and Management Sciences, University of Ouargla and University of Graduate, estimated at 6, with the aim of ensuring that each paragraph of the form is clearly drafted and that the wrong paragraphs are corrected. On the basis of the views of the arbitrators, the wording was amended, some words were deleted and the form was finalized.

III.3.1. Study tool stability: The study tool is consistently intended to give the data collection tool the same results if reapplied to the same study terms and conditions, researchers calculated the stability factor for the dimensions used in the study in a thousand alphaCronbach, and the stability coefficients in the study variables in the following table:

Table No. 02 represents the dimensions of transformational leadership and the number of statements in a questionnaire

Dimension	Number of expressions	Stability factor aalphaCronbach
Impact and gravity	5	0.915
Inspiring motivation	5	0.917
Intellectual excitation	5	0.955
Individual legal considerations	6	0.929
Transformative leadership	21	0.976

Source: Set up by SPSS output

In table (02), we note that the value of 1,000 alpha Cronbach is high at 91% to 97%, while all the paragraphs of a questionnaire (0.976) have been reached, which means that stability is high and statistically significant. This ratio means that 97.6 of the sample answered if the questionnaire is redistributed again will answer the same initial answers and therefore the tool is truthful.

Table No. 03: Shows the distribution of sample members by sex, scientific qualifications, experience and age

Specification	Repeat	Parentage
Gender		
Male	8	12.3
Female	57	87.7
Total	65	100
Science		
Secondary	5	7.7
Licenses	44	67.7
Master	14	21.5
Post graduate studies	2	3.1
Total	65	100
Number of years of experience		
Less than 5 years	36	55.4
5 to 10 years	9	13.8
10 to 15 years old	8	12.3
More than 15 years	12	18.5
Total	65	100
Age		
Less than 25 years old	4	06.2
25 to 35 years old	36	55.4
35 to 45 years old	15	23.1
More than45 years old	10	15.4
Total	65	100

Source: Setup based on SPSS output

III.3.1.1. Gender

Table 03 shows that most sample members were female, with 87.7%, in contrast 12.3% of the total sample population male and male, as a result of the percentage of successful candidates in the recruitment competitions, the proportion was more female than male.

III.3.1.2. Scientific qualification

We note from Table 3 that the scientific qualification for the study sample is divided into 4 different qualifications. The largest percentage of the bachelor's qualifications was 67.7%, followed by Master 21.5%, 7.7% for the secondary school, and a weaker 3.1% for graduate studies, this is because the trend of this category is an aspiration for secondary and university education, which means that it has a greater ambition for the future. As for the secondary category, which currently does not exist except the one that was previously the result of a shortage of teachers, we note that the category in question contains various scientific qualifications acceptable at the level.

III.3.1.3. Number of Years of Experience

When considering the variable number of years of experience, we find 55.4% of their experience (less than 5 years) and 18.5% of their experience (more than 15 years), 13.5% of their experience (from 5 to 10 years), 12.3% (from 10 to 15 years), This indicates that a large number of teachers have retired in the last five years and have joined a new class of teachers, and this is why years of experience are of a different category as accepted in this study.

III.3.1.4. Age

The highest proportion of age is in the field (from 25 to 35 years), at 55.4% and then 23.1% for the age group in the field (from 35 to 45 years of age), which indicates that more than half of the sample is in the middle age group and the age group (More than 45 years old) estimated at 15.4% and the last percentage in the age group (less than 25 years old) was 6.2%.

III.3.2. Second: Testing the validity of hypotheses
III.3.2.1. Hypothesis 1:

H0 = the gravitational dimension is not applied by primary school administrators from the point of view of teachers.

H1= the gravitational and influential dimension is applied by primary school administrators from the point of view of teachers and teachers.

Table (04) shows the mean, standard deviation, and grade for all questions after impact and gravity

Number	Question	Average	Deviation	Grade
1	The school manager demonstrates a good ethic in working with teachers	3,9846	0.97616	OK
2	A school manager is a good example for teachers	3,8615	1,01361	OK
3	The school manager is respectful of teachers	3,800	1,09259	OK
4	The school manager works to communicate the school's vision with competence to teachers	3,6615	1,06473	OK
5	The school manager is proactive in different situations and makes bold and timely decisions	3,7385	1,04995	OK
After gravity and influence		0.89891	3,8032	OK

Source: Setup based on SPSS output

The results of table (04) show the mean gravitational and effect dimension computational (3.80) and a standard deviation (0.898), but at the expression level we note that the respondents' answers in this dimension were approved by the majority of the sample.

For the phrase #01, "the school manager demonstrates a good ethic in his dealings with teachers," the direction of the respondents' responses is to agree to an arithmetic mean of (3.98) and a standard deviation (1,027), which was confirmed by the majority of the workers we met in return that the manager has a good ethics in dealing with.

For (02) "the school manager is a good role model for teachers," the direction of the research answers was to agree to an average calculation of (3.86) and a standard deviation (1,01361).

For (03) "the school manager is respected and valued by the teachers," the direction of the research answers is to agree with an arithmetic mean of (3.80) and a standard deviation (1,09258).

For (04) "the school manager is working to communicate the vision of the school with merit to the teachers," the direction of the research answers is the one that is consistent with an arithmetic mean of (3,6615) and a standard deviation (1,6473).

For the phrase "the school manager is proactive in different situations and makes bold and appropriate decisions", the direction of the research responses is to agree to an arithmetic mean of (3,7385) and a standard deviation (1,04995).

III.3.2.2.Hypothesis 2:
1- H0= the motivation and inspiration of primary school administrators is not yet applied from the point of view of teachers.
2- 1H= the stimulus and inspiration dimension is applied by primary school administrators from the point of view of teachers and teachers

Table (05) shows the mean, standard deviation, and grade for all questions after stimulation and inspiration

Number	Question	Average	Deviation	Grade
6	The school manager enhances teachers' achievements in school, however small they may be	3,6615	1,07931	OK
7	The school manager is preparing teachers in the school to be new leaders	3,4844	1,0078	OK
8	The school manager is active and optimistic	3,6308	1,1200	OK
9	The school manager has effective communication skills with teachers	3,5079	1,14825	OK
10	The school manager shares teachers in formulating the school's vision and goals	3,5385	1,16024	OK
After motivation and inspiration		3,5723	0.96234	OK

Source: Setup based on SPSS output

Table #05 results show the overall mean of the stimulus and inspiration dimension as (3.57) and a standard deviation (0.96), but at the word level we notice a variation in the answers according to the axis statements, but the majority of the sample confirmed approval.

For '06', "the school manager enhances teachers' achievements in school, no matter how small."
The responses of the two research providers in this statement are to agree to an average calculation estimated at (3.66) and a standard deviation of (1,079).

For the phrase (07) "the school manager is preparing teachers in the school to be new leaders."
The direction of the two search providers in this statement was to agree to the average of my account (3.48) and a standard deviation of (1.00).

For (08) "the school manager is motivated, active, and optimistic", the responses of the two in this statement tend to agree to an average of my account (3.63) and a standard deviation of (1.00).

For '09' the school manager has effective communication skills with teachers, and the direction of the two in this statement was to agree with an arithmetic mean of (3.48) and a standard deviation of (1,0148).

For 10, "the school manager shares teachers in the formulation of the school vision", the research answers in this statement tend to agree to an average of my account (3.63) and a standard deviation of (1.00).

The results of individuals reseated in the wake of motivation and inspiration explain leaders' little interest in motivation, push teachers to perform more than expected, and remind them of the importance of where they are and how they are affected by their students to build a reliable generation for the future.

From the answers of the sample in question, we note that most questions after analysis in this study have obtained an appropriate degree, and based on this degree, we can reject the zero-yield and accept the alternative hypothesis of agreeing to the relative application of the stimulus and inspirational dimension by primary school administrators from the perspective of teachers and teachers.

III.3.2.3. Hypothesis 3:

H0 = intellectual excitation is not applied by primary school administrators from the point of view of teachers.

H1= Intellectual excitation by primary school administrators is not yet applied from the point of view of teachers.

Table (06) shows the arithmetic mean, standard deviation, and a score for all questions after intellectual inquiry

Number	Question	Average	Deviation	Grade
11	The school manager encourages teachers to solve problems that guide them in innovative and creative ways	3,5231	1,17404	OK
12	The school manager consults teachers in self-assessment of their performance	3,3438	1,07229	Neutral
13	The school director is interested in teacher training programs to generate new ideas about developing the learning process	3,4769	1,11954	OK
14	The school manager is working to establish a culture of change and development in school	3,4615	1,07641	OK
15	The school manager develops the environment to suit the needs of change and development	3,5156	1,12676	OK
After motivation and inspiration		3,4623	1,02370	OK

Source: Setup based on SPSS output

Table (06) results show the mean, standard deviation, and degree for all questions related to the intellectual excitation dimension, up to the determination of the general average and the standard deviation of the dimension.

It is noted that the statements (13.11, 14,15) showed us results that they had an arithmetical average and a standard deviation in varying degrees each by expression and all fall within the domain (3.40 to 4.19) that had the option OK, however there is a number (12) where the arithmetic mean and deviation standard includes the domain (2.60 to 3.39). That is, they have the option neutral, so we have 4 statements in the corresponding field in neutral.

Answers in this dimension explain the neglect of some of the proposals and ideas presented in the school season that can help deliver lessons in an atmosphere of enthusiasm, motivation, and getting out of routine, rigid rules and procedures.

After addressing the one dimension questions, we have the dominant domain (3.40 to 4.19) which is OK and after intellectual excitation with an arithmetic mean of (3.46) and a standard deviation of (1.02) based on these results we can reject the zero hypothesis and accept the alternative hypothesis.

III.3.2.4. Hypothesis 4

H0= individual attention by primary school administrators is not yet applied from the point of view of teachers and teachers.

H1= individual attention is applied by primary school administrators from the point of view of teachers and teachers.

Table #07 shows the mean, standard deviation, and grade for all questions after individual interest

Number	Question	Average	Deviation	Grade
16	The school manager listens gently to teachers	3,8594	1,05209	OK
17	The manager shows personal interest in each teacher	3,6923	1,14459	OK
18	The manager ensures that teachers' needs are met	3,6462	1,20456	OK
19	The manager expresses appreciation for teachers' achievements	3,6406	0.98185	OK
20	The school manager pays particular attention to teachers' opinions and suggestions	3,8308	1,42049	OK
After motivation and inspiration		3,6595	0.92368	OK

Source: Setup based on SPSS output

One of the results shown in Table #07 is calculating the mean and standard deviation, and setting a score for all questions related to the individual interest dimension to the determination of the average and standard deviation of the dimension as a whole.

It is noted from Table No. (07) that the mean of the statements from (20.19.18.17.16) range from (3.64 to 3.85) and the standard deviation from (1,052to 1,420) is accompanied by an OK degree in this field. The 21 statement states that "the school manager is interested in the teachers' personal events and estimates that the standard deviation is 1,197 and the mean arithmetic (3,307), which is neutral, which indicates the poor application of the dimension, and explains the lack of consideration of personal considerations and individual differences between teachers in the division of tasks. Teachers' lack of knowledge of their needs and motivations, from the table results and explanation, it is clear to us that the zero hypothesis is rejected and that the alternative hypothesis is accepted.

III.3.2.5. Hypothesis 5
H0= there are no statistically significant differences in the degree to which primary school administrators practice transformative leadership dimensions from the perspective of teachers and teachers that are relevant to the changing experience.

H1= there are statistically significant differences in the degree to which primary school administrators practice the transformative leadership dimensions from the perspective of teachers and teachers due to the variable in experience.

Table (08) shows the unique contrast test for the transformative Leadership dimensions due to the variable experience

Dimension		Sum of squares	Degrees of freedom	The average of squares	F ratio	SIG
After gravity and influence	Between groups	2,198	3	0.733	0.903	0.445
	Within groups	49,516 51,714	61 64	0.198		
After motivation and inspiration	Between groups	0.911	3	0.304	0.317	0.813
	Within groups	58,359 59,270	61 64	0.957		
After intellectual excitation	Between groups	1,831	3	0.610	0.571	0.637
	Within groups	65,240 67,070	61 64	1,070		
After individual attention	Between groups	2,341	3	0.780	0.911	0.441
	Within groups	52,263 54,603	61 64	0.857		
Transformative Leadership dimensions	Between groups	1,82025	3	0.60675	0.6755	0.584
	Within groups	56,3445 58,16425	61 64	0.7705		

Source: Setup based on SPSS output

Table (09) shows that F calculated for the effect dimension and gravity is estimated at (0.903), SIG (0.44), calculated F dimension ratio (0.17)and SIG value (0.813), and F after intellectual excitation (0.571) The SIG value (0.637) and the individual interest dimension was 0.911, the SIG value (0.441), and the overall conversion leadership dimensions were f(0.67) and the calculated SIG value (0.584).

The table shows the results of the ANOVA test of the variable-experience transformative leadership dimensions where we observe: The calculated F for all dimensions greater than F tabular, and note that the level of morale of all dimensions is greater than 0.05 for the level of mental significance in the study and therefore accept the zero hypothesis that: There are no statistically significant differences in the degree to which primary school administrators practice the shifting leadership dimensions from the perspective of teachers and teachers that are dependent on the variable in experience.

III.3.2.6. Hypothesis 6:

H0= there are no statistically significant differences in the degree to which primary school administrators practice the transformative leadership dimensions from the perspective of teachers and teachers due to the variable in experience.

H1= statistically significant differences in the degree to which primary school administrators practice transformative leadership dimensions from the perspective of teachers and teachers due to the variable in experience.

Table (09) shows the one-dimensional contrast test of the transformative leadership is attributed to the variable of the scientific qualification

Dimension		Sum of squares	Degrees of freedom	The average of squares	F ratio	SIG
After gravity and influence	Between groups Within groups	2,978 48,736 51,714	3 61 64	0.993 0.799	1,423	0.302
After motivation and inspiration	Between groups Within groups	2,222 57,048 59,270	3 61 64	0.741 0.935	0.792	0.503
After intellectual excitation	Between groups Within groups	2,948 64,121 67,070	3 61 64	0.983 1,051	0.935	0.429
After individual attention	Between groups Within groups	1,917 52,687 54,603	3 61 64	0.639 0.864	0.740	0.532
Transformative leadership dimensions	Between groups Within groups	2,51625 55,648 58,16425	3 61 64	0.839 0.91225	0.9725	0.4415

Source: Setup a based on SPSS output

Table (09) shows that F calculated for the effect dimension and gravity is estimated at (1,423), SIG (0.302), the measured F-stimulation dimension ratio (0.792), SIG (0.503), f in the intellectual excitation dimension (0.935), SIG value (0.429), and in the individual interest dimension of F (0.740) and SIG value (0.532) for the transformative leadership dimension A year of F (0.97) and a calculated SIG value of 0.441, less than 0.005 and from which based on the findings we can accept zero.

The table shows the results of the ANOVA test of the variable-experience transformative leadership dimensions where we observe: The calculated F for all dimensions greater than F tabular, and note that the level of morale of all dimensions is greater than 0.05 for the level of mental significance of the study. There are no statistically significant differences in the degree to which primary school administrators practice the dimensions of transformative leadership from the point of view of teachers, which are based on the changing scientific qualification.

IV. Conclusion: The results of the analysis showed that:
- The impact and attractiveness dimension is applied by primary school administrators from the point of view of teachers and teachers to the degree that all dimension questions are relevant.
- The motivation and inspiration dimension is applied by primary school administrators from the point of view of teachers and teachers to the point of concurrence of all dimension questions.
- The intellectual excitation dimension is applied by primary school administrators from the perspective of teachers and teachers to the degree of concurrence of some questions and the neutral degree of one question.
- The individual interest of primary school administrators is applied from the point of view of teachers and teachers with the degree of concurrence of some questions and the neutral degree of one question.
- The dimensions of transformative leadership are applied in varying degrees, applying the dimensions of influence, gravity, motivation and inspiration to a level that is appropriate for all questions, but for the dimensions of intellectual stimulation and individual interest that have been less than the previous two dimensions.

-   There is no statistically significant effect on the transformative leadership dimensions of primary school administrators from the perspective of teachers and teachers in primary schools, due to the changing scientific qualifications and teaching experience.
-   There is no statistically significant effect on the transformative leadership dimensions of primary school administrators from the point of view of teachers and teachers, attributable to the variable teaching experience.

Recommendations:

from the above we make the following recommendations:

Include seminars and training courses for managers to see how the right application of transformational leadership is and how it affects teachers' performance in school.

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