

Research Article

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Facilitative Leadership among Public Secondary School Principals in Jerash Governorate and Its Relationship with Teachers' Job Involvement from Their Perspectives

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Abstract

Background/purpose. The study aimed to identify Facilitative Leadership among public secondary school principals in Jerash Governorate and its relationship with teachers' Job Involvement from their perspectives.

Materials/methods. The study used a descriptive correlational approach. A questionnaire was used as the study tool, consisting of 46 items distributed across seven domains: motivation and inspiration, relationship building and effective communication, innovation and creativity, effective delegation, support for empowerment and professional development, facilitating the work environment, and job involvement. A questionnaire was used as a study tool after verifying its validity and reliability. The study sample consisted of 302 male and female teachers randomly selected.

Results. The study results showed that the degree of Facilitative Leadership practice among leaders and its relationship to communication effectiveness was moderate. The study results also revealed that Job Involvement was high and that there was a positive relationship between the practice of Facilitative Leadership among secondary school principals and the level of job involvement.

Conclusion. The results indicate a positive relationship between Facilitative Leadership among secondary school principals and job involvement. This finding underscores the importance of training programs for public school principals. It was recommended that awareness of Facilitative Leadership as an effective leadership style in Schools and its relationship to the level of Job Involvement Be Increased.

1. Introduction

As a result of the rapid changes of the current era, numerous diverse problems and challenges have emerged, confronting educational institutions as a fundamental pillar in developing and raising the standard of living of society, therefore, educational institutions are facing constant pressures that require reform and development, and a constant search for new approaches to keep pace with these developments and address these problems and challenges. Schools are in dire need of leadership that possesses a deep understanding of these changes and comprehends them. This is aimed at improving the school's capabilities and performance, enabling it to achieve the goals for which it was established.

The school principal is primarily responsible for leading the school, formulating its policy, and ensuring its effective performance. They are also responsible for providing the conditions that enable teachers to perform at their best, supervising their work, providing assistance to improve their performance, increasing their effectiveness and productivity, and attempting to reconcile their expectations with those of the teachers in dealing with difficult situations. They also play a fundamental role in managing and controlling the school. A successful principal fosters a democratic spirit among teachers and instills in them the correct values and attitudes based on cooperation and respect for others, in addition to fostering a sense of community and teamwork and working to coordinate and unify the efforts of employees to achieve school goals (Abdullah, 2023, p. 146).

A study by Som et al. (2023) indicated a positive relationship between managerial leadership and communication quality with employee performance by building a culture of cooperation and participation and encouraging commitment and fairness. A study by Alwan, Al-Barbari, and Al-Anzi (2021) aimed to identify the reality of Facilitative Leadership practice among school district leaders in the State of Kuwait. The study's results showed that the overall average score for the Facilitative Leadership axis was moderate. A study by Yaqoub (2009) compared Facilitative Leadership in schools in New Zealand and Singapore, exploring its potential use in Egypt. The study examined the experiences of New Zealand and Singapore in Facilitative Leadership to benefit schools in Egypt. concluded that the Egyptian Ministry of Education must support the generalization of Facilitative Leadership across all schools in Egypt, rather than limiting it to a specific stage and neglecting others.

Abu Armila (2023) conducted a study aimed at demonstrating the impact of job satisfaction on Job Involvement among secondary school teachers in municipal schools in East Jerusalem. The study showed that the degree of job satisfaction and Job Involvement was moderate. The study of Bodiwala and Chaithani (2020) found significant differences in the Job Involvement of private and public school teachers, and that private school teachers exhibited less Job Involvement than public school teachers.

2. Literature Review

Despite the development and progress in leadership practices at the level of educational institutions, some school leaders still face obstacles within these institutions, particularly in their practices that impact their performance and their role in providing a conducive environment that enables the institution to achieve its goals. This can only be achieved by strengthening Facilitative Leadership. The facilitative leader is not a routine or traditional person; he or she requires specific qualifications to effectively practice Facilitative Leadership in the school (Roncesvalles & Gaerlan, 2020). Facilitative Leadership empowers teachers to restructure the school by leveraging the unique characteristics of the facilitative leader, who fosters active interaction among teachers within the school. This enables them to maximize the use of their strengths, skills, knowledge, and talents to achieve the school's goals distinctively. Despite the divergent views of those interested in Facilitative Leadership regarding its concept, facilitators are less likely to be routine or traditional. Some view it as a process centered around school staff. In contrast, others view it as focusing on quality and

achieving the best results by developing and supporting a work environment culture to facilitate the achievement of goals. Facilitative Leadership is defined as the minimum skills and knowledge required for an institution's leader to effectively support the institution's strategic development and achieve established objectives (Al-Arabi, 2021). Zanabazer et al. (2024) defined it as the basic practices for managing an institution, based on the comprehensive use of organizational processes on a wide scale to provide an appropriate organizational structure, emphasizing the role of the leader as a facilitator and motivator of employees. Maasackers (2014) defined it as the ability of leaders to lead without restraint and control, easily empowering members of the workgroup to achieve agreed-upon goals quickly and with minimal difficulty, and assisting them in progress through careful planning.

This study aims to fill the gap in previous literature and the current study, which aims to highlight the importance of practicing facilitative leadership in educational institutions, especially schools, and its role in enhancing teachers' job engagement, facing challenges, reducing administrative and educational problems, achieving justice and equality among faculty members, and achieving the desired goals.

It also aims to identify the degree of Facilitative Leadership practice among public secondary school principals in Jerash Governorate, from their perspectives. To identify the level of teachers' job involvement from their perspectives. To reveal the existence of a statistically significant correlation at the ($\alpha \geq 0.05$) level between the degree of Facilitative Leadership practice among public secondary school principals in Jerash Governorate and its relationship to teachers' job involvement, from their perspectives.

It is clear from the above that the more a teacher is connected to their work, the more immersed they become and the more committed they are to their job. It is then difficult to separate oneself from their work, as Job Involvement is considered a sign of commitment, participation, and satisfaction with professional performance. Given the great interest in the topic of Facilitative Leadership and job involvement and the researchers' interest in this topic, thanks to their practical experience and familiarity with theoretical literature and school realities, they deemed it of great importance and worthy of further research. At the same time, the educational field in schools needs leaders who possess the ability to facilitate and facilitate work to achieve desired goals and influence staff to achieve teacher Job Involvement in schools, this research aims to shed light on the issue of Facilitative Leadership among public secondary school principals in Jerash Governorate and its relationship to teacher job involvement, from their perspectives.

2.1. Problem Statement and Research Questions

Facilitative Leadership is a modern leadership style that focuses on facilitating and streamlining processes to achieve goals efficiently and effectively. Schools face multiple challenges that require leadership capable of facilitating work and directing teachers in a way that ensures their full involvement in the educational process. This leadership requires balancing work requirements with meeting teachers' needs. This leadership also requires empowering teachers, promoting effective communication among them, and supporting continuous professional development, which contributes to achieving better school performance and achieving educational goals efficiently and effectively. Previous studies indicate that Facilitative Leadership plays a significant role in improving employee performance and increasing their engagement in work by providing a supportive and stimulating work environment, such as the study Alwan, Al-Barbari, & Al-Anzi, (2021), and the study Som, Ismail, Omar, & Asimiran, (2023), which aimed to identify the relationship between Facilitative Leadership, the quality of communication, and employee performance. In light of this, the study problem was defined as identifying the relationship between the degree of Facilitative Leadership practice among government secondary school principals in Jerash Governorate and the level of Job

involvement among teachers, from their perspectives. This study seeks to answer the following research questions:

1. What is the degree of Facilitative Leadership practice among government Secondary School Principals in Jerash Governorate, from their perspectives?
2. What is the level of Job Involvement among teachers, from their perspectives?
3. Is there a statistically significant correlation at the ($\alpha \geq 0.05$) level between the degree of Facilitative Leadership practice among public secondary school principals in Jerash Governorate and its relationship with teachers' Job Involvement, from their perspectives?

The current study's terminology includes Facilitative Leadership, which is defined as the art of coordinating between individuals and groups, and motivating them to achieve a desired goal. It also refers to the ability to direct, coordinate, communicate, make decisions, and supervise to achieve a specific objective. This is achieved by using influence and power, or by utilizing official authority when necessary (Yaqoub, 2009: 5).

Procedurally, it refers to the behavior of a public school principal in Jerash Governorate, based on his belief in the capabilities of teachers and their empowerment. This is achieved by building sincere, positive relationships with teachers based on mutual respect and trust, to improve the overall positive climate within the school. This is measured by the study subjects' responses to the questionnaire items on the degree of Facilitative Leadership practice among public secondary school principals in Jerash Governorate and its relationship to teachers' job involvement.

Job involvement was defined as the extent to which teachers are connected to work and consider it an important part of life that affects their performance in various other areas of life, and the extent to which it brings them a sense of happiness and satisfaction (Al-Shabl, 2019, p. 15).

Job Involvement is operationally defined as expressing the ability of a teacher in a secondary school in Jerash to integrate into his work and engage in its various practices, whether educational, pedagogical, or other. It is measured by the study individuals' response to the paragraphs of the questionnaire on the degree of practice of Facilitative Leadership among principals of public secondary schools in Jerash Governorate and its relationship to the Job Involvement of teachers.

2.2. Previous Studies:

The results of the study, Ozdogru, Sarier, & Korucuoglu (2025), showed that leadership and school climate had a moderate effect on academic achievement. In the USA context, organizational climate, principal leadership, and teacher leadership have been shown to affect student achievement, respectively. However, in the Turkish context, teacher leadership had a greater influence on student achievement, the school climate, and principal leadership. The study of Safiya (2024) aimed to examine the role of ethical leadership among primary school principals in the Negev region and its relationship to Job Involvement and teacher morale from the teachers' perspectives, the results showed that teachers' Job Involvement was high, and the results also revealed a positive correlation between ethical leadership and job involvement. Maharmeh (2024) conducted a study aimed at revealing the impact of transformational and transactional leadership styles of supervisors on the Job Involvement of employees of a public institution in the State of Qatar, the results revealed a positive, strong, and statistically significant relationship between both the transformational and transactional leadership styles, on the one hand, and the Job Involvement of public institution employees, on the other. While Abu Armila (2023) conducted a study aimed at demonstrating the impact of job satisfaction on Job Involvement among secondary school teachers in municipal schools in East Jerusalem, the study showed that the degree of job satisfaction and Job Involvement was moderate. Al-Shaqran, Al-Musa, Al-Habib, and Al-Fayoumi (2022) conducted a study aimed at

identifying the degree to which school principals apply professional standards for education and their relationship to teachers' job involvement, from their perspectives. The results showed that the degree of school principals' application of teaching profession standards in secondary schools of the Ramtha District Education Directorate was moderate, and that the level of Job Involvement among teachers was moderate

Bodiwala and Chaithani (2020) conducted a study aimed at assessing Job Involvement among private and public school teachers. The study sample consisted of (120) male and female teachers in Ahmedabad, India. The Job Involvement scale was used, and the study found significant differences in the Job Involvement of private and public school teachers, with private school teachers exhibiting less Job Involvement than public school teachers. Al-Shabrami's (2019) study revealed a strong direct relationship between employee behavior and organizational performance, specifically in terms of Job Involvement and career emergence, as well as a positive correlation between Job Involvement and job performance. The study by Zanabazar et al (2023) aimed to demonstrate that leaders play an important role in enhancing employee loyalty and engagement and facilitating their continuous development, while trust in management encourages open communication and transparency. The study used a survey approach, and a random sample of participants from an insurance company was selected. (153) employees participated in the study, and a questionnaire was used as a data collection tool. The study concluded that there is a reciprocal relationship between employee loyalty and engagement and that employees who are loyal to the company are more likely to participate in their tasks under Facilitative Leadership. The study by Gordon Institute of Business Science (2021) aimed to demonstrate that organizations find themselves operating in a dynamic environment with rapid changes in modern and competitive technologies. To remain competitive, meet changing customer demands, and thrive in this environment, they need to be pioneering and innovative as a source of success and sustainability. By adopting Facilitative Leadership skills and practices, the descriptive-analytical approach and the qualitative approach were used. The study sample consisted of 15 participants selected from the financial services industry in South Africa who led teams in a facilitative manner and implemented entrepreneurship and innovation in the company. The study concluded that there is a positive relationship between Facilitative Leadership and personal skills. The study by Som et al. (2023) aimed to test the public-private partnership success model for the direct effects of Facilitative Leadership and communication quality. This quantitative study used a questionnaire as the study tool. The study sample consisted of 266 employees. The results indicated a positive relationship between managerial leadership and communication quality with employee performance by building a culture of cooperation and participation, and encouraging commitment and fairness.

Alwan, Al-Barbari, and Al-Anzi (2021) conducted a study aimed at identifying the reality of Facilitative Leadership practice among school district leaders in the State of Kuwait, the results showed that the Egyptian Ministry of Education must support the generalization of Facilitative Leadership across all schools in Egypt, rather than limiting it to a specific stage and neglecting others.

2.3. Commentary on Previous Studies

By reviewing previous studies that addressed Facilitative Leadership among secondary school principals and its relationship to teachers' job involvement, the researchers concluded that, through their review of these previous studies, there are benefits, similarities, and differences between these studies and the current study. The similarities were in the use of the study tool (questionnaire), the variables, and the methodology, while the study sample differed. The study benefited from enriching the theoretical literature and emphasizing the importance of understanding the degree to which school principals practice Facilitative Leadership in determining the appropriate curriculum, defining and accurately formulating the study problem, determining the study tool (questionnaire), and the appropriate type of statistical processing. The current study distinguished itself from previous studies in that it is one of the first to address Facilitative Leadership among secondary school principals and

its relationship to teachers' job involvement, according to the researchers. It also differed in its spatial and temporal boundaries, as it was conducted in secondary schools in Jerash Governorate during the first semester of the 2024/2025 academic year. It also differed in its study sample, which represented all secondary school teachers in Jerash Governorate.

3. Methodology

3.1. Study Methodology

The researchers used the descriptive correlational approach, given its suitability to the nature of the study's objectives and questions. Study Population and Sample:

3.2. Limitations

This study was limited to Facilitative Leadership among public secondary school principals in Jerash Governorate during the second semester 2024/2025 and its relationship with teachers' Job Involvement from their perspectives. With a sample of male and female secondary school teachers.

3.3. Study Population

The study population consisted of all male and female teachers in public secondary schools in the Education Directorate in Jerash Governorate for the 2024-2025 academic year. Their number reached 1,364 teachers, according to statistics from the Planning Department in the Education Directorate in Jerash Governorate.

3.4. Participants

302 male and female teachers were randomly selected to be representative of the study population during the 2024-2025 academic year, based on Morgan's table, which was used to determine the study sample's comparison to the study population. The sample size represents the study population.

Table 1 shows the distribution of the study sample according to the study variables, and Table 1 shows the distribution of the study sample according to the variables: (gender, college, academic rank).

Table 1. Frequencies and percentages according to study variables

Variables	Categories	Frequency	Percentage
Gender	Female	162	53.6
	Male	140	46.4
Number of years of service	Less than 10 years	120	39.7
	More than 10 years	182	60.3
Academic qualification	Bachelor's degree	187	61.9
	Postgraduate studies	115	38.1
Total		302	100.0

3.4. Data Collection Instruments

A questionnaire was used as the study tool. Results of the validity tests of the study tool in terms of reliability and validity, based on Morgan's table in determining the samples, and that the sample represents the study community. A data collection questionnaire was developed, comprising two domains: the first domain is dimensions of Facilitative Leadership (motivation and inspiration,

relationship building and effective communication, innovation and creativity, effective delegation, support for empowerment and professional development, and facilitating the work environment). The second domain: is the level of job involvement. It consisted of (46) paragraphs from the perspectives of male and female secondary school teachers in Jerash Governorate. The questionnaire went through several stages until it reached its final form. These stages are:

- The first stage: Previous studies and theoretical literature related to the study topic were reviewed, such as the study by Safiya (2024), the study by Mahreh (2024), the study by Abu Rumaila (2023), and the study by Alwan, Al-Barbari, and Al-Anzi (2021). These studies were used to identify the areas of the questionnaire and formulate the paragraphs representing each area.
- Phase Two: The questionnaire was presented in its initial form to several (7) expert referees with expertise in the field of specialization from Jordanian universities. They were asked to express their opinions and suggest observations regarding its linguistic formulation, the suitability of the paragraphs to the content of the study topic, and the extent to which they align with the field. The suggested observations were taken into account, and the questionnaire was amended, making it ready for implementation.

3.5. Validity and Reliability

To ensure content validity, a panel of experts with expertise in educational leadership, instrument design, and psychometrics reviewed the initial version of the questionnaire. These experts evaluated each item's clarity, relevance, and linguistic precision. They recommended additions, deletions, or rephrasing to enhance the conceptual alignment and reduce ambiguity. After incorporating their feedback, the revised questionnaire underwent pilot testing with a smaller subset of faculty members to confirm comprehensibility and ease of completion. Cronbach's alpha was then used to assess internal consistency (Nunnally, 1978), which indicated robust reliability for measuring the constructs of interest.

3.6. Data Analysis

The researchers used a five-point Likert scale to correct the study tool. Each paragraph was assigned a score of one out of five very high (5), high (4), medium (3), low (2), and very low (1). The following classification was used to judge the arithmetic means: less than 2.33 (low), 2.34-3.67 (medium), and 3.68-5.00 (high). Study Variables: The study included the following independent and dependent variables:

- Independent Variable: Degree of Facilitative Leadership Practice
- Dependent Variable: Level of Job Involvement
- Statistical Methods: Arithmetic means, standard deviations, Pearson's correlation coefficient, and reliability coefficient were used using the Cronbach alpha equation.
- Construct Validity: Facilitative Leadership

To extract the construct validity of the scale, correlation coefficients were extracted for each item and the total score, between each item and its correlation with the domain to which it belongs, and between the domains themselves and the total score. These correlation coefficients were extracted from a pilot sample outside the study sample consisting of 30 teachers. The correlation coefficients of the items with the instrument as a whole ranged between 0.64 and 0.95 and with the domain 0.78-0.94, as shown in the following table.

Table 2. Correlation coefficients between the paragraph, the total score, and the field to which it belongs

Paragraph number	Correlation coefficient with domain	Correlation coefficient With tool	Paragraph number	Correlation coefficient With domain	Correlation coefficient With tool	Paragraph number	Correlation coefficient With domain	Correlation coefficient With tool
1	0.81**	0.70**	12	0.83**	0.74**	23	0.92**	0.94**
2	0.85**	0.66**	13	0.86**	0.84**	24	0.93**	0.90**
3	0.78**	0.64**	14	0.93**	0.94**	25	0.92**	0.88**
4	0.82**	0.81**	15	0.88**	0.83**	26	0.89**	0.84**
5	0.91**	0.71**	16	0.90**	0.90**	27	0.94**	0.88**
6	0.91**	0.84**	17	0.78**	0.80**	28	0.90**	0.82**
7	0.81**	0.81**	18	0.88**	0.79**	29	0.94**	0.87**
8	0.89**	0.79**	19	0.78**	0.75**	30	0.84**	0.78**
9	0.86**	0.86**	20	0.93**	0.91**	31	0.88**	0.74**
10	0.94**	0.95**	21	0.89**	0.79**	32	0.90**	0.89**
11	0.86**	0.85**	22	0.87**	0.86**			

*Statistically significant at the significance level (0.05).

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

It should be noted that all correlation coefficients were acceptable and statistically significant, and therefore, none of these items were deleted.

The correlation coefficient of the domain with the total score, as well as the correlation coefficients between the domains, were also extracted. The following table shows this: Table (3)

Table 3. Correlation coefficients between the domains and with the total score

	Motivation and inspiration	Building relationships and effective communication	Innovation and creativity	effective delegation	Supporting empowerment and professional development	Facilitating the work environment	Facilitative Leadership
Motivation and inspiration	1						
Building relationships and effective communication	0.809**	1					
Innovation and creativity	0.802**	0.929**	1				
effective delegation	0.672**	0.859**	0.909**	1			
Supporting empowerment and professional development	0.802**	0.923**	0.948**	0.911**	1		
Facilitating the work environment	0.690**	0.844**	0.870**	0.912**	0.838**	1	
Facilitative Leadership	0.840**	0.959**	0.976**	0.941**	0.969**	0.919**	1

*Statistically significant at the significance level (0.05).

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

Table 4 shows that all correlation coefficients were acceptable and statistically significant, indicating an appropriate degree of construct validity.

3.7. Reliability of Facilitative Leadership

To ensure the reliability of the study instrument, it was verified using the test-retest method by applying the scale and re-applying it two weeks later to a group of 30 teachers outside the study sample. The Pearson correlation coefficient was then calculated between their ratings on both occasions.

The reliability coefficient was also calculated using the internal consistency method according to Cronbach's alpha equation. Table 5 shows the internal consistency coefficient according to Cronbach's alpha equation, the retest reliability for the domains, and the total score. These values were considered appropriate for this study.

Table 5. Internal Consistency Coefficient, Cronbach's alpha, and the retest reliability for the domains and the total score

Domain	Reliability	Internal Consistency
Motivation and inspiration	0.83	0.79
Building relationships and effective communication	0.86	0.85
Innovation and creativity	0.84	0.82
effective delegation	0.80	0.79
Supporting empowerment and professional development	0.82	0.77
Facilitating the work environment	0.86	0.80
Facilitative Leadership	0.90	0.86

3.8. Construct Validity: Job Involvement

To extract construct validity indicators for the scale, correlation coefficients between the items and the total score were extracted from a pilot sample of 30 participants outside the study sample. The correlation coefficients between the item and the total score ranged from 0.56 to 0.90, as shown in the following table.

Table 6. Correlation coefficients between the item and the total score for the scale

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient
1	0.68**	6	0.90**	11	0.56**
2	0.80**	7	0.85**	12	0.58**
3	0.88**	8	0.78**	13	0.64**
4	0.80**	9	0.78**	14	0.72**
5	0.83**	10	0.83**		

*Statistically significant at the significance level (0.05).

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

It should be noted that all correlation coefficients were acceptable and statistically significant, and therefore none of these items were deleted.

4. Results

To ensure the reliability of the study instrument, a test-retest was conducted by applying the scale and reapplying it two weeks later to a group of 30 male and female teachers outside the study sample. The Pearson correlation coefficient was then calculated between the two estimates, and it was considered to reach 0.90. The reliability coefficient was also calculated using the internal consistency method according to Cronbach's alpha equation, reaching 0.82. These values were considered appropriate for this study.

Question 1: What is the degree of Facilitative Leadership practice among government secondary school principals in Jerash Governorate, from their perspective?

To answer this question, the arithmetic means and standard deviations were extracted for the degree of Facilitative Leadership practice among government secondary school principals in Jerash Governorate, from their perspectives. The table below illustrates this.

Table 7. Arithmetic Means and Standard Deviations of the Degree of the Practice of Facilitative Leadership

Rank	Number	Domain	Mean	Standard Deviation	Degree
1	5	Supporting empowerment and professional development	3.63	0.83	Medium
2	1	Motivation and inspiration	3.59	0.77	Medium
3	2	Building relationships and effective communication	3.56	0.84	Medium
4	4	effective delegation	3.56	0.86	Medium
5	6	Facilitating the work environment	3.53	0.92	Medium
6	3	Innovation and creativity	3.53	0.92	Medium
		Facilitative Leadership	3.56	0.79	Medium

Table 7 shows that the arithmetic means ranged between 3.51 and 3.63. The area of empowerment and professional development support ranked first with the highest arithmetic mean of 3.63, while the area of innovation and creativity ranked last with an arithmetic mean of 3.51. The arithmetic mean for the tool as a whole was 3.56. The area of empowerment and professional development support ranked first.

Question 2: What is the level of Job Involvement among teachers, from their perspective?

To answer this question, the arithmetic means and standard deviations of the level of Job Involvement among teachers, from their perspective, were extracted. The table below illustrates this.

Table 8. Arithmetic Means and Standard Deviations of the Level of Job Involvement Among Teachers

Rank	Number	Item	Mean	Standard Deviation	Level
1	8	I feel satisfied when I achieve the goals assigned to me.	4.24	0.76	High
2	5	I work hard to achieve excellence in my work.	4.16	0.83	High
3	9	I see my work as a positive contribution to society.	4.14	0.86	High
4	10	I feel like I am failing at work if it's not done well.	4.05	0.91	High
5	4	I see work as having real value in my life.	4.03	0.91	High
6	7	I actively participate in school activities and events.	3.99	0.96	High
7	6	I feel proud and connected to the school I work at.	3.98	0.96	High
8	2	I find my work to be an important part of my life.	3.90	0.83	High
9	12	Time runs fast when I work.	3.87	0.92	High
10	13	Being so absorbed in work makes me forget everything around me.	3.85	0.85	High
11	3	I feel enthusiastic and positive about my work.	3.83	0.89	High
12	14	Continue working for long periods without feeling tired	3.54	0.96	Medium
13	11	I get proper recognition for my efforts and achievements at work.	3.53	0.98	Medium
14	1	I feel happy when the work pressure increases.	3.31	1.15	Medium
		job involvement	3.89	0.70	High

Table 8 shows that the arithmetic means ranged between 3.31 and 4.24. Item (8), which states, "I feel satisfied when I achieve the goals assigned to me," ranked first with an arithmetic mean of 4.24, while Item (1), which states, "I feel pleasure when work pressure increases," ranked last with an arithmetic mean of 3.31. The arithmetic mean for the level of Job Involvement among teachers, from their perspective as a whole, was 3.89.

Question 3: Is there a statistically significant correlation at the $\alpha \geq 0.05$ level between the degree of Facilitative Leadership practiced by government secondary school principals in Jerash Governorate and its relationship to teachers' job involvement, from their perspective? To answer this question, a Pearson correlation coefficient was extracted between the degree of Facilitative Leadership practice among public secondary school principals in Jerash Governorate and its relationship to teachers' job involvement, from their perspectives. Table 9 illustrates this.

Table 9. Pearson Correlation Coefficient for the Relationship Between the Degree of Facilitative Leadership and Its Relationship to Teachers' Job Involvement

Job Involvement		
Motivation and inspiration	Correlation coefficient r	.631**
	Statistical significance	000
	Number	302
Building relationships and effective communication	Correlation coefficient r	.592**
	Statistical significance	000
	Number	302
Innovation and creativity	Correlation coefficient r	.625**
	Statistical significance	000
	Number	302
effective delegation	Correlation coefficient r	.569**
	Statistical significance	000
	Number	302
Supporting empowerment and professional development	Correlation coefficient r	.601**
	Statistical significance	000
	Number	302
Facilitating the work environment	Correlation coefficient r	.530**
	Statistical significance	000
	Number	302
Facilitative Leadership	Correlation coefficient r	.635**
	Statistical significance	000
	Number	302

*Statistically significant at the significance level (0.05).

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

Table (9) shows that there is a statistically significant positive relationship between the degree of Facilitative Leadership practice among government secondary school principals in Jerash Governorate and its relationship to teachers' Job Involvement from their point of view

5. Discussion

The first question: According to table (7), the researchers attribute this to the fact that the school principal encourages the development of teachers' professional skills and provides them with opportunities to attend training courses and workshops, which motivates them to improve their performance continuously and thus contributes to building a culture of professional development within the school. The area of motivation and inspiration ranked second. This may be attributed to the principal's efforts to motivate teachers to achieve excellence in their work, recognizing their efforts and achievements, and encouraging them to adopt innovative teaching methods. This achieves teacher satisfaction, helps achieve the school's goals, and contributes to creating a sense of

pride in belonging to the school. The areas of building relationships, effective communication, and effective delegation, ranked third. This may be attributed to the fact that the principal communicates clearly and transparently with teachers and uses various means of communication to convey what he wants within the school. He encourages cooperation and effective communication among staff, which enhances positive relationships and supports social interaction among teachers. He also works to distribute tasks and responsibilities appropriately among them and supports teachers' independence by providing clear guidance when delegating tasks. He handles urgent tasks wisely and with planning. The areas of facilitating the work environment, innovation, and creativity ranked last. This may be attributed to the fact that the principal provides the necessary resources to facilitate teachers' performance by simplifying administrative procedures related to school work and providing a safe and stimulating school environment for work. This contributes to improving the quality of the learning environment within the school, motivating teachers to present new ideas, supporting teachers' creative and innovative initiatives, creating a work environment that encourages innovative thinking, and promoting the use of technology and modern means of creativity by providing innovative solutions to the challenges facing teachers, towards achieving the school's goals. The results of this study were consistent with the study by Alwan, Al-Barbari, and Al-Anzi (2021), which concluded that the level of Facilitative Leadership availability was average.

The second question: according to table (8), this indicates that the level of Job Involvement among secondary school teachers is high, demonstrated by their eagerness to use new methods, receive adequate appreciation for their efforts, and continue to work continuously for long periods. They also feel deficient in their work if it is not carried out properly. Teachers aspire to be more successful in their professional lives. They are enthusiastic about their work and their participation in school activities and events. This may be due to the good relationships between school principals and teachers, based on friendliness, respect, the exchange of ideas, and the fulfillment of their needs. This positively reflects their engagement with and satisfaction with their work, despite the many burdens assigned to them. They believe that working in the educational field is valuable, and they feel more satisfied when work pressure increases because they receive appropriate appreciation for their efforts and achievements. This result is consistent with that of Al-Shabram (2019), who concluded that the level of Job Involvement among school principals in Buraidah is highly achieved. The results of this study differ from those of Abu Rumaila (2023), which indicated that the level of Job Involvement was moderate.

The third question: according to table (9), The researchers indicate the result to the fact that the practice of Facilitative Leadership by school principals improves the level of involvement of teachers in the workplace, as it increases their communication with teachers, makes them more appreciative of their needs, and freely accepts their suggestions and opinions. It also fosters positive human relationships, encouraging innovation in work methods and communication with employees, as well as delegation of powers and involvement in decision-making. The principal makes decisions based on participation and communication with teachers with transparency and clarity and considers their interests as a priority and administrative responsibility, as well as receiving feedback from them and enjoying administrative intelligence, as it motivates teachers to present new ideas and supports creative initiatives, diversity in communication methods, especially technological ones, and encourages the development of teachers' professional skills. It is keen to simplify administrative procedures related to work, distribute tasks and duties among teachers in a way that contributes to improving the quality of the learning environment within the school and achieving effective Job Involvement of teachers. The results of this study are consistent with the study by Abdullah (2013), which showed a positive influence of organizational justice on job involvement, and the study by Danish (2015), which showed a positive relationship between Job Involvement and job performance

6. Conclusion

In order to enhance leadership effectiveness, it is recommended that Principals actively participate in development opportunities for teachers, such as workshops and training programs focused on facilitative leadership. Moreover, training programs must encompass the dual responsibilities of administrative management and foster an inclusive environment that motivates faculty members.

In light of the study results, the researchers recommended the following: Raising awareness among school principals of the concept of Facilitative Leadership and its relationship to the level of Job Involvement as an effective leadership style in educational institutions. This should be achieved by having principals participate in training courses that explore the nature of Facilitative Leadership, its relationship to job involvement, its importance, and related practices. developing the skills of school principals to help them develop a clear vision of best practices in Facilitative Leadership and translate them into practical, applicable implementation programs, working to improve the work environment by providing a stable and safe organizational climate for teachers, which will reflect positively on the level of Job Involvement to achieve the desired goals of universities. - Emphasis on conducting further scientific studies on the practice of Facilitative Leadership and its relationship to certain variables related to the goals of educational institutions, particularly schools, the researchers recommended the need to provide a supportive environment for Facilitative Leadership practices in schools to create a work environment that allows for teamwork and individual creative and innovative initiatives.

Declarations

Conflicts of Interest. The authors declare no conflict of interest.

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