

Indicators of Transcendent Leadership Among Educational Supervisors in the Directorate of Education in Tulkarm from Teachers' Perspectives (A Qualitative Study)

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Received: 01/04/2025; Accepted: 03/06/2025, Published: 30/06/2025

Keywords

*Transcendent Leadership;
Educational Supervisors;
Educational Environment;
Teachers' Performance;
Job Satisfaction;
Ethical Values.*

Abstract

This qualitative study aimed to investigate the indicators of transcendent leadership among educational supervisors in the Directorate of Education in Tulkarm from the perspectives of teachers and to assess its influence on teachers' job performance and the overall educational environment. Utilizing grounded theory methodology, data were collected through in-depth, semi-structured interviews with a purposive sample of 15 teachers who had at least five years of professional experience. Thematic analysis was conducted using open, axial, and selective coding to extract key patterns and concepts. The findings revealed that transcendent leadership manifests through effective communication, emotional and professional support, and the incorporation of ethical and spiritual values such as justice and humility. The results also demonstrated a significant positive impact of transcendent leadership on teacher performance, job satisfaction, and creativity in pedagogical practices. Despite these benefits, supervisors encountered challenges related to administrative workload and limited resources. The study concludes by recommending enhanced administrative support, targeted training programs to foster transcendent leadership skills, and improvements in the educational work environment to achieve sustainable educational outcomes.

1- Introduction:

Educational leadership is one of the most crucial pillars upon which educational institutions rely to achieve their goals of developing the educational process and improving performance quality. With the increasing challenges facing the educational system in the modern era, transcendent leadership has emerged as one of the contemporary leadership concepts that integrate human and ethical values while striving to achieve institutional objectives sustainably. Transcendent leadership focuses on inspiration, empowerment, and providing an ethical role model, making it an effective tool for improving the work environment and enhancing productivity (Saad, Aref, & Al-Sharafat, 2020).

In the educational context, transcendent leadership contributes to fostering positive relationships between supervisors and teachers by building trust and mutual respect. and that transcendent leaders inspire teachers' creativity and enhance their job satisfaction by providing a supportive environment that enables them to develop their skills and achieve their professional goals. Moreover, a study by Shalash (2024) demonstrated that transcendent leadership plays a significant role in enhancing trust between teacher leaders and students, thereby improving educational quality and developing personal and professional competencies.

In Palestine, educational institutions face numerous challenges related to working conditions and the complexities of the educational system, making the application of transcendent leadership even more critical for improving the educational environment and enhancing teachers' performance. This study aims to explore the indicators of transcendent leadership among educational supervisors in the Directorate of Education in Tulkarm from the teachers' perspectives to understand its impact on the educational work environment and its contribution to achieving educational excellence.

1.1 Research Problem

Educational leadership is a critical factor that directly influences the quality of the educational process and the work environment within educational institutions. Given the challenges faced by educational institutions in Palestine, including economic, social, and political pressures, adopting leadership styles that support teachers and foster a positive and sustainable work environment has become essential. Transcendent leadership is one such modern approach that relies on human values and ethical spirit in building trust-based and respectful relationships between supervisors and teachers (Ajmal et al., 2024).



However, the literature reveals a clear gap in studies addressing the application of transcendent leadership in the Palestinian context. A study by Srichaiwong et al. (2020) highlighted the importance of ethical and spiritual values in enhancing employees' job commitment and achieving higher job satisfaction. Meanwhile, a study by Crum (2024) demonstrated the role of transcendent leadership in fostering trust and building positive relationships. Despite these insights, studies focusing on the Palestinian context, particularly in education directorates like Tulkarm, remain scarce.

1.2 Research Problem

Despite the growing international literature on transcendent leadership, a significant research gap persists concerning its application in the Palestinian educational system. While several global studies have underscored its positive impact on employee motivation, job satisfaction, and trust (e.g., Srichaiwong et al., 2020; Crum, 2024), few empirical investigations have explored how transcendent leadership manifests in Palestine's unique socio-educational context.

Specifically, there is a lack of localized research examining how educational supervisors in Palestinian directorates such as Tulkarm implement transcendent leadership and how these practices influence teacher performance and workplace dynamics. This gap limits our understanding of the practical implications of transcendent leadership in culturally and institutionally complex environments like Palestine. Therefore, this study aims to explore the indicators of transcendent leadership from teachers' perspectives in Tulkarm and to assess its contribution to educational excellence and institutional sustainability.

Thus, this research problem revolves around the lack of a deep understanding of the indicators of transcendent leadership among educational supervisors and their impact on teachers' performance and the educational work environment. Based on this, the research seeks to answer the following questions:

1. What leadership practices reflect transcendent leadership in Tulkarm schools from the teachers' perspectives?
2. How do educational supervisors provide psychological and professional support to teachers amid the challenges they face in Tulkarm schools?
3. How does transcendent leadership contribute to improving the relationship between supervisors and teachers in Tulkarm schools?
4. What is the impact of supervisors' transcendent leadership on teachers' professional performance in Tulkarm schools?
5. What challenges do educational supervisors face in implementing transcendent leadership in Tulkarm schools, and what are the solutions?

1.3 Research Objectives

This study aims to achieve several objectives that highlight, including:

- 1. Identifying the leadership practices that reflect transcendent leadership in Tulkarm schools from teachers' perspectives.*
- 2. Examining how educational supervisors provide psychological and professional support to teachers in light of the challenges they face in Tulkarm schools.*
- 3. Exploring how transcendent leadership contributes to improving the relationship between supervisors and teachers in Tulkarm schools.*
- 4. Assessing the impact of supervisors' transcendent leadership on teachers' professional performance in Tulkarm schools.*
- 5. Identifying the challenges that educational supervisors face in implementing transcendent leadership in Tulkarm schools and proposing solutions.*

2. Significance of the Study

2.1 Theoretical Significance

- This study is a valuable addition to educational literature by highlighting transcendent leadership in the context of Palestinian educational supervisors, an area that lacks detailed research in the Palestinian environment.*
- The findings of this study can serve as a knowledge base for researchers interested in studying transcendent leadership in various educational settings, helping to develop new theoretical models.*

2.2 Practical Significance

- The study offers practical recommendations for educational supervisors on how to adopt transcendent leadership practices to enhance relationships with teachers and improve the work environment. And can take tangible steps to improve the work environment and increase teachers' productivity.*
- The study provides findings and recommendations that can benefit policymakers in developing educational policies and training programs for educational supervisors.*
- Given the challenges faced by Palestinian educational institutions, this study helps find practical solutions to improve the work environment and support the stability of the education sector.*

2.3 Study Boundaries

- A. **Thematic Boundaries:** The study focuses on indicators of transcendent leadership as a modern leadership style and examines the relationship between*



- supervisors' transcendent leadership practices and their impact on teachers' satisfaction, performance, and the educational work environment.*
- B. **Geographical Boundaries:** Directorate of Education in Tulkarm, Palestine, with the research sample consisting of teachers working in this directorate.
 - C. **Temporal Boundaries:** The first semester of the 2024-2025 academic year.
 - D. **Human Boundaries:** Teachers in the Directorate of Education in Tulkarm, selected to evaluate transcendent leadership practices among educational supervisors from their perspectives.
 - E. **Methodological Boundaries:** A qualitative approach, using in-depth interviews as a data collection tool, which may limit the generalizability of results to other contexts.

2.4 Definitions of Terms

- A. **Transcendent Leadership:** Leadership style that balances spiritual and ethical values with institutional goals through inspiration, trust, and empowerment, enhancing organizational excellence (Yassin et al., 2023).
- B. **Operational Definition:** Practices and behaviors of educational supervisors in the Tulkarm Directorate of Education to create a positive work environment and enhance teachers' performance, measured through in-depth teacher interviews.
- C. **Educational Supervisor:** An individual who provides technical and administrative support to teachers to improve performance and achieve educational goals (Abun et al., 2020).
- D. **Operational Definition:** Professionals in the Tulkarm Directorate of Education responsible for monitoring and enhancing teachers' performance, with a focus on transcendent leadership practices.
- E. **Job Satisfaction of Teachers:** A psychological state reflecting teachers' positive perceptions of their work environment, influenced by leadership support, relationships, and recognition (Srichaiwong et al., 2020).
- F. **Operational Definition:** Measured by teachers' perceptions of how transcendent leadership practices affect their satisfaction, based on interview responses.
- G. **Teachers' Performance:** Efficiency and effectiveness in carrying out instructional and administrative tasks to meet educational objectives (Ajmal et al., 2024).

2.5 Operational Definition: The ability of teachers to fulfill responsibilities related to teaching, assessment, and motivation, assessed through interview responses on the impact of transcendent leadership.

3. Theoretical Framework: Transcendent Leadership in Educational Supervision

A modern leadership concept in educational administration that integrates spiritual and ethical values with institutional goals to achieve excellence and a positive



work environment. In the Palestinian educational context, it is essential to understand its impact on teachers' performance and the educational environment.

A transcendent leader inspires, demonstrates humility, and upholds ethical values in leadership practices.

3.1. Main Dimensions of Transcendent Leadership (Jeddah, 2020):

- A. **Values and Orientations:** Ethical principles guiding decisions and actions, such as justice, humility, and integrity.
- B. **Leadership Behaviors:** Demonstrating commitment to ethical and spiritual values through active listening, support, and teamwork.
- C. **Spirituality or Moral Elevation:** Focusing on personal and professional growth, fostering a sense of belonging and shared values.

3.2 Concept of Transcendent Leadership

Transcendent leadership is a contemporary leadership concept that combines spiritual, ethical values, and human-centered leadership to balance institutional objectives with employee well-being. It is not merely a leadership style but rather a profound philosophy aimed at enhancing institutional performance while promoting individual well-being and ethical standards.

A transcendent leader is not only a manager working toward organizational goals but also a source of inspiration, motivation, and ethical guidance for individuals, encouraging them to achieve their highest potential (Abdullah & Al-Muqaddadi, 2017).

3.3 Characteristics of Transcendent Leadership

The primary characteristics of transcendent leadership include the following (Shanan & Makhamra, 2023):

- A. **Commitment to spiritual and ethical values:** A transcendent leader adheres to integrity, transparency, and humility, helping build trust and positive relationships within the organization.
- B. **Inspiration and influence:** A transcendent leader inspires individuals by setting a positive example, leading to higher individual and collective performance.
- C. **Ability to balance organizational goals and individual well-being:** Transcendent leaders create harmony between achieving institutional objectives and ensuring employee well-being, contributing to organizational sustainability.

- D. Enhancing human relationships:** Transcendent leadership fosters a work environment based on mutual understanding and respect, encouraging team collaboration.

3.4 Dimensions of Transcendent Leadership

According to Jeddah (2020), transcendent leadership consists of three main dimensions:

- A. **Values and orientations:** These include justice, humility, and integrity, which shape leadership decisions and behaviors.
- B. **Leadership behaviors:** These refer to actions that reflect a leader's commitment to spiritual and ethical values, such as active listening, providing support, and promoting teamwork.
- C. **Spirituality and ethical excellence:** This dimension reflects a leader's genuine interest in the personal and professional growth of individuals, fostering a sense of belonging and shared values.

3.4 Core Values of Transcendent Leadership

The fundamental **values of transcendent leadership** include the following (Ajmal, Rahat, & Islam, 2024):

- A. **Humility:** A key component of transcendent leadership, where leaders acknowledge the capabilities of others and seek to empower them without using authority for personal gain.
- B. **Compassion:** Transcendent leaders demonstrate empathy toward others' needs, fostering strong professional relationships and reducing conflicts.
- C. **Integrity:** The leadership approach prioritizes adherence to ethical standards and transparency in daily interactions.
- D. **Innovation:** A transcendent leader encourages creativity, motivating individuals to achieve their goals through new and effective approaches.

3.5 Objectives of Transcendent Leadership

The main **objectives** of transcendent leadership can be summarized as follows (Sanitklang et al., 2021):

- **Achieving institutional excellence:** By creating a work environment that enhances employees' capabilities and encourages effective performance.
- **Enhancing individual well-being:** Transcendent leadership prioritizes the psychological and professional well-being of employees, which increases job satisfaction.



- **Promoting institutional sustainability:** By integrating spiritual and ethical values into administrative processes, ensuring a balance between organizational and human objectives.

3.6 Transcendent Leadership in the Educational Context

In the educational environment, **transcendent leadership** emerges as an **effective tool** for improving relationships between supervisors and teachers, contributing to: (Abdullah & Al-Muqaddadi, 2017)

- **Building bridges of trust and mutual respect**, which enhances cooperation among different stakeholders.
- **Providing psychological and professional support to teachers**, leading to improved performance and increased job satisfaction.
- **Enhancing the educational environment** by creating a **positive atmosphere** that encourages **innovation and development**.

Given the challenges faced by educational institutions, such as resource shortages and the psychological pressures teachers endure, transcendent leadership serves as an approach focused on providing support and guidance, helping to overcome these challenges.

- Second: The Importance of Transcendent Leadership in the Educational Environment

A leadership style that enhances the educational environment and improves teachers' performance through human-centered values and practical applications. It builds trust and mutual respect by promoting transparency, recognizing efforts, and appreciating contributions, which boosts morale and strengthens interpersonal relationships (Srichaiwong et al., 2020).

3.7 Key Impacts of Transcendent Leadership:

- Trust and Teamwork:** Builds cooperation and teamwork within educational institutions (Nair, 2016).
- Creativity and Innovation:** Fosters a supportive environment that encourages experimentation and learning from mistakes, improving teaching methods and student engagement.
- Job Satisfaction and Well-being:** Reduces psychological stress and workplace conflicts, enhancing job satisfaction and organizational commitment (Shanan & Makhamra, 2023).

- D. **Professional Stability:** *Creates a supportive work environment that reduces teacher turnover and strengthens institutional loyalty (Ajmal, Rahat, & Islam, 2024).*
- E. **Educational Quality:** *Emphasizes humanitarian values to improve teaching methods and meet students' needs, raising educational standards (Al-Lasasma, 2023).*

Transcendent leadership not only improves supervisor-teacher relationships but also promotes educational quality, supports innovation, and enhances job satisfaction, making it a vital pillar in the development of advanced educational systems.

- Third: Indicators of Transcendent Leadership Among Educational Supervisors

Transcendent Leadership *A leadership style practiced by educational supervisors that positively impacts the educational environment and teachers' performance through spiritual and ethical values.*

Upholding integrity, transparency, and fairness in interactions, fostering trust and collaboration (Khudair, 2020). Demonstrating honesty and serving as role models for teachers. And Acknowledging others' efforts and taking responsibility for mistakes, creating a positive and motivating work environment (Shalash, 2024). And Providing psychological and professional support to reduce stress and burnout, enhancing job satisfaction and professional performance (Yassin & Harahsheh, 2023).

Offering training, constructive feedback, and opportunities for development, Empowering teachers by involving them in decision-making to boost responsibility and belonging (Al-Amayrah & Mustafa, 2021).

Fostering open dialogue and acknowledging teachers' achievements, and Resolving conflicts fairly, promoting teamwork, and reducing tension (Saad & Al-Sharafat, 2020).

Transcendent leadership thus enhances the educational environment through ethical practices, teacher support, professional growth, and trust-building, contributing to overall institutional excellence. And building trust-based relationships are essential pillars that contribute to achieving educational goals and improving the overall performance of educational institutions.

- Fourth: The Impact of Transcendent Leadership on the Educational Work Environment and Teachers' Performance

Transcendent leadership plays a crucial role in enhancing the educational work environment and improving teachers' performance by integrating ethical and spiritual values into its practices. Leaders who express appreciation for teachers motivate them



to perform with high efficiency and dedication. This leadership style fosters creativity by creating a supportive environment that encourages respect and recognition, leading to innovative teaching methods and overall improvements in educational quality (Crum, 2024).

One of the key effects of transcendent leadership is enhancing job satisfaction. When teachers feel valued, and their concerns and needs are addressed, they experience reduced stress and burnout. This results in greater loyalty to their institutions and a more stable work environment (Ajmal, Rahat, & Islam, 2024). Respecting human dignity and fostering humble communication further strengthen teachers' sense of partnership in the educational process (Abdullah & Al-Muqaddadi, 2017).

Transcendent leadership also improves professional relationships by promoting teamwork, encouraging constructive dialogue, and fostering mutual trust among faculty members. Transparent leadership practices reduce conflicts, improve collaboration between teachers and supervisors, and elevate overall institutional performance (Al-Amayrah & Mustafa, 2021).

The impact of transcendent leadership on the educational work environment is evident in the creation of a supportive and stable workplace. Teachers feel both psychologically and professionally secure, leading to increased productivity and a greater focus on skill development. This leadership style also fosters an organizational climate based on cooperation and mutual understanding, enhancing school efficiency and ensuring that educational goals are met more effectively (Al-Buqmi & Al-Ghamdi, 2019).

The researchers argue that transcendent leadership demonstrates how humanistic and spiritual values can bring about positive change in educational institutions. By improving job performance, enhancing job satisfaction, and strengthening professional relationships, transcendent leadership serves as a powerful model that can contribute to the development of the educational system and the achievement of its strategic goals.

4. Previous Studies

Recent research has increasingly focused on the role of transcendent leadership in improving educational and organizational outcomes. The following review categorizes key studies into three thematic domains: (1) transcendent leadership and performance outcomes, (2) transcendent leadership and job satisfaction, and (3) ethical and spiritual dimensions of leadership. Each study is analyzed not only descriptively but also comparatively to highlight common insights and contextual differences.



- Transcendent Leadership and Performance Outcomes

Ajmal, Rahat, & Islam (2024) explored how transcendent leadership enhances affective commitment in higher education through the mediating role of altruistic mindset and the moderating effect of intrinsic motivation. Surveying over 300 academics in Pakistan, the study confirmed that both altruism and intrinsic motivation significantly amplified commitment levels. The authors recommended integrating transcendent leadership practices to foster high-performance educational environments.

Similarly, Shanan & Makhamra (2023) examined the relationship between transcendent leadership and teachers' job engagement in South Hebron. Their findings showed a moderate positive correlation, particularly among teachers with longer years of service. This reinforces the idea that transcendent leadership fosters stronger professional involvement, especially when aligned with teachers' developmental trajectories.

While both studies emphasize performance-related outcomes, the former applies a psychological framework within higher education, whereas the latter focuses on K–12 institutions within a Palestinian context, making their findings complementary across levels and settings.

- Transcendent Leadership and Job Satisfaction

Al-Lasasma (2023) assessed the practice of transcendent leadership among Jordanian school principals and found moderate engagement, with the highest scores in values and spirituality. The study revealed that while principals recognize the importance of values, behavioral dimensions of leadership were less emphasized. The research recommended training programs to reinforce a holistic leadership approach.

Srichaiwong et al. (2020), through a mixed-method study, confirmed that spiritual and visionary components of leadership strongly correlate with job satisfaction and organizational commitment in educational institutions. These findings support the argument that transcendent leadership is instrumental in creating emotionally secure and committed workforces.

Taken together, these studies highlight a consistent link between transcendent leadership and job satisfaction, though they also underscore implementation gaps—particularly in balancing values with practice, an issue echoed in the current study's findings from Tulkarm.

- Ethical and Spiritual Dimensions of Leadership



Crum (2024) investigated teacher leaders' perceptions of their influence on student learning through a transcendental phenomenological approach. The results revealed that building trust and ethical relationships with students significantly enhanced learning environments and student engagement. This study shifts the lens from teacher-supervisor dynamics to teacher-student interactions, suggesting the broader educational value of transcendent leadership.

Saad & Al-Sharafat (2020) explored the connection between transcendent leadership and organizational integrity in Jordan. They found a statistically significant positive relationship, with notable differences based on gender and experience. Their work further validated the role of ethics in strengthening institutional trust and cohesion.

These studies collectively affirm that the spiritual and moral core of transcendent leadership is not only compatible with educational objectives but may in fact be essential to achieving them.

- Summary and Relevance to the Present Study

The reviewed literature consistently demonstrates the multifaceted benefits of transcendent leadership, ranging from enhanced job satisfaction and ethical climate to improved institutional performance. However, it also reveals implementation challenges, such as limited resources, workload constraints, and inconsistent emphasis on behavioral practices. Notably, there is a clear scarcity of empirical studies within the Palestinian context, particularly at the school supervision level.

The current study addresses this gap by exploring transcendent leadership practices among educational supervisors in Tulkarm through a grounded qualitative lens. By centering on teachers' lived experiences, it contributes a culturally contextualized perspective to the growing body of transcendent leadership research.

5. Study Methodology

This study used a qualitative approach based on Grounded Theory to explore the indicators of transcendent leadership and its impact on the educational environment. Grounded Theory allows for deriving concepts and patterns directly from the collected data, without relying on predefined hypotheses, offering an in-depth exploration of the phenomenon. This approach aims to develop theories or models grounded in empirical data, making the findings more relevant to the real-world context.

5.1. Study Population

The study population consists of all teachers in the Directorate of Education in Tulkarm, representing a diverse group from various educational disciplines. This diversity ensures a wide range of experiences and perspectives on transcendent leadership and its impact on their work environment and job performance.

5.2 Study Sample

A purposive sampling method was used to select 15 teachers from the Directorate of Education in Tulkarm, ensuring a diverse representation of perspectives on transcendent leadership. The selection criteria included:

- A. **Teaching Experience:** Teachers with at least five years of experience to ensure accurate and objective assessments of leadership practices.
- B. **Diversity in Educational Disciplines:** Teachers from various educational disciplines to reflect different educational contexts.
- C. **Willingness to Cooperate:** Participants who were willing to collaborate and actively engage in the study, ensuring high-quality data collection.

This purposefully selected sample allowed for an in-depth exploration of the phenomenon, focusing on participants' experiences and perspectives, contributing to a comprehensive and well-rounded understanding of transcendent leadership indicators in the educational context.

Table (1):

Demographic Data of the Study Sample with Percentage Distribution

Criterion	Category	Number of Participants	Percentage (%)
Gender	<i>Female</i>	9	60.00
	<i>Male</i>	6	40.00
Academic Qualification	<i>Bachelor's Degree</i>	10	66.67
	<i>Master's Degree</i>	5	33.33
School Type	<i>Primary</i>	7	46.67



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<i>School Location</i>	Middle	3	20.00
	Secondary	5	33.33
	Urban	8	53.33
	Rural	7	46.67

While the purposive sample consisted of only 15 participants, the aim of the study was not statistical generalizability but rather analytical depth and contextual understanding. As is typical in qualitative research, the focus was on transferability—the extent to which findings may apply to similar contexts. This was supported by the deliberate inclusion of participants with diverse teaching backgrounds, levels, and geographic locations, ensuring rich and varied insights into the phenomenon.

5.3 Study Instrument

This study employed in-depth interviews as the primary data collection tool, using open-ended questions to explore indicators of transcendent leadership. Key topics included leadership practices of educational supervisors, their ethical and moral principles in relationships with teachers, the impact on teachers' job performance and satisfaction, and challenges in implementing transcendent leadership.

Data analysis followed the Grounded Theory methodology, starting with open coding to identify core themes, followed by axial coding to categorize concepts and establish relationships. Selective coding was then used to identify the central category and develop a descriptive narrative about how transcendent leadership improves the educational environment.

To ensure the reliability of the results, several strategies were used: methodological triangulation (comparing data from different participants), participant verification (sharing preliminary results with teachers for feedback), and expert review (having specialists in educational leadership evaluate the findings).

Despite the study's insights into transcendent leadership and its positive effects on teachers and the educational environment, challenges included the limited sample size, which restricted generalizability, and the potential bias due to professional relationships between teachers and supervisors.

Instrument validity was ensured by designing interview questions based on a comprehensive review of literature, followed by validation from a panel of experts in educational leadership. The study also conducted a pilot study, confirming the



instrument's ability to accurately measure the targeted concepts and ensuring strong validity for high-quality data collection.

5.4 Instrument Reliability

Ensuring reliability was crucial to maintain stable results and minimize participant variations or time-related changes. Triangulation was used by comparing data from different participants, which confirmed consistency. Preliminary results were shared with participants to verify data accuracy and interpretation, enhancing the reliability. To assess the stability of the interview instrument, the test-retest method was applied using Holsti's formula.

$$\text{Holsti's Formula} = \left(\frac{2 \times \text{Number of agreed-upon ideas between analysts}}{\text{Total number of ideas analyzed in both rounds}} \right) * 100$$

Based on the results:

- The number of agreed-upon ideas in the first analysis was 38.
- The number of agreed-upon ideas in the second analysis was 35.
- The total number of ideas analyzed in both rounds was 40.

Thus, applying the formula:

$$\left(\frac{2 \times 40}{38} \right) * 100 = 91.2\%$$

Accordingly, the reliability coefficient was 91.2%, indicating a high level of reliability.

5.5 Interview Procedures

The study followed a structured process for conducting in-depth interviews to ensure high-quality data collection and accurate representation of the phenomenon. The primary objectives were to explore transcendent leadership indicators, its impact on teachers' performance, the ethical and spiritual values of educational supervisors, and the challenges they face in implementing this leadership style.

Interview questions were carefully designed to be open-ended, focusing on leadership practices, impact on teachers, and related values. A purposive sample of 15 teachers was selected based on criteria like at least five years of experience and diversity in specialties. Interviews were scheduled at convenient times for participants, ensuring their privacy and confidentiality.

The interviews were conducted in comfortable settings, allowing participants to express themselves freely. Active listening and follow-up questions were used to ensure

accurate data collection, which was audio-recorded with consent, and supplemented with notes.

The data were transcribed and analyzed using Grounded Theory. The analysis process included open coding, axial coding to organize concepts into themes, and selective coding to identify the core category. The findings were reviewed with participants for validation and feedback was gathered from experts in educational leadership.

This approach ensured the accuracy, reliability, and depth of the study, providing a comprehensive understanding of transcendent leadership's impact on the educational environment.

A. Ethical Considerations

The study adhered to ethical standards in conducting the interviews, including:

- **Obtaining prior informed consent** from participants.
- **Ensuring the confidentiality of data** and its use solely for research purposes.
- **Providing a safe and respectful environment** for participants to express their views freely.

B. On Researcher Positionality and Reflexivity

The researcher maintained continuous awareness of their positionality throughout the research process. Given the potential for prior professional relationships or cultural familiarity with participants to influence data collection and interpretation, reflexivity was applied at each stage. Strategies to minimize researcher bias included member checking (sharing findings with participants for validation), expert review by specialists in educational leadership, and maintaining a reflective journal to document assumptions, interpretations, and decisions during the analytical process.

C. Interview Questions

- **Leadership Indicators:** What are the leadership practices that reflect transcendent leadership adopted by educational supervisors in schools under the Tulkarm Directorate?
- **Support and Guidance:** How do educational supervisors provide psychological and professional support to teachers in the face of challenges in schools under the Tulkarm Directorate?

- **Improving Supervisor-Teacher Relationships:** *How does transcendent leadership contribute to improving the relationship between supervisors and teachers in schools under the Tulkarm Directorate?*
- **Impact of Transcendent Leadership on Performance:** *What is the effect of supervisors' transcendent leadership on teachers' professional performance in schools under the Tulkarm Directorate?*
- **Challenges and Solutions:** *What are the challenges that educational supervisors face in implementing transcendent leadership in schools under the Tulkarm Directorate?*

6. Analysis of Interview Results

- Question 1: What leadership practices reflect transcendent leadership in Tulkarm schools from the teachers' perspectives?

The data revealed that educational supervisors in Tulkarm practice transcendent leadership through several key behaviors. These include open communication, active listening, emotional empathy, and consistent professional encouragement. Such practices promote a culture of trust and mutual respect, which teachers identified as essential for effective leadership.

While most participants emphasized positive practices, a few expressed concern about the lack of follow-up after initial support. One teacher stated, "Sometimes the supervisor initiates communication but doesn't maintain it, which weakens trust over time." This suggests that while principles of transcendent leadership are generally present, their consistency may vary.

Overall, these findings support the conceptualization of transcendent leadership as a human-centered approach that fosters professional development and teacher well-being. The results align with the conclusions of Ajmal et al. (2024) and Crum (2024), who emphasized the role of trust and supportive leadership in enhancing motivation and creativity in educational settings.

- Question 2: How do educational supervisors provide psychological and professional support to teachers amidst ongoing challenges?

The interviews indicated that supervisors offer both emotional and professional support by listening to teachers' concerns, offering constructive feedback, and providing resources when available. Many teachers described their supervisors as emotionally responsive and attentive to their professional growth needs.

One participant shared, "The supervisor always checks on our well-being and tries to understand our struggles, even when the solutions aren't immediate." However, not all participants echoed this view. A teacher from a rural school commented, "In our case, the supervisor is distant and doesn't engage with us unless necessary." This highlights disparities in the implementation of supportive leadership across schools.

These findings are consistent with studies by Lassasmeh (2023) and Shanan & Makhamra (2023), which emphasize the value of psychological and professional support as core features of transcendent leadership. However, the current study highlights the uneven application of such support, suggesting the need for systemic reinforcement.

- Question 3: How does transcendent leadership enhance the relationship between supervisors and teachers?

Teachers largely agreed that transcendent leadership strengthens professional relationships by promoting transparency, mutual respect, and open dialogue. Effective supervisors were described as approachable and willing to engage in two-way communication, thereby reducing hierarchical barriers.

One teacher noted, "Positive and ongoing communication with the supervisor makes us feel safe to share concerns or ideas without fear." Conversely, another stated, "Sometimes communication is one-sided; they talk, we listen." This reflects a critical gap in participatory leadership that some supervisors have yet to bridge.

Overall, the data illustrate that transcendent leadership can foster more collaborative school cultures when supervisors actively listen and involve teachers in decision-making processes. These findings are in line with Crum (2024) and Al-Lasasma (2023), who identified relational transparency as vital to sustaining healthy supervisor–teacher dynamics.

- Question 4: What is the impact of transcendent leadership on teachers' professional performance?

Participants overwhelmingly reported that transcendent leadership positively affects their performance by boosting motivation, enhancing job commitment, and encouraging innovation in teaching practices. Supervisors who modeled ethical and supportive behaviors were credited with creating a psychologically safe environment conducive to creativity.

A teacher stated, "When I feel appreciated and supported, I'm more willing to try new teaching strategies—even if they fail the first time." However, another reflected more critically: "The idea is good, but we still work in a rigid system where innovation

isn't always welcomed." This tension between leadership intent and systemic constraints should not be overlooked.

The findings reaffirm the value of transcendent leadership in enhancing teachers' self-efficacy and promoting professional growth. These conclusions align with the work of Ajmal, Rahat, & Islam (2024) and Crum (2024), who found that supportive and inspirational leadership improves both teacher performance and institutional culture.

- Question 5: What challenges do educational supervisors face in implementing transcendent leadership, and what are the proposed solutions?

The study revealed several obstacles that hinder the full application of transcendent leadership. These include overwhelming administrative duties, limited access to professional development resources, and difficulties in managing uncooperative staff. One teacher noted, "Supervisors are buried in paperwork, which keeps them from engaging meaningfully with teachers."

Resource limitations were also a recurring theme. A participant commented, "We lack the basic tools to implement creative ideas, which frustrates both teachers and supervisors." These insights echo the findings of Al-Lasasma (2023) and Srichaiwong et al. (2020), which emphasized the impact of structural constraints on leadership practices.

Suggested solutions included allocating additional administrative support staff, establishing structured training in emotional intelligence and conflict resolution, and promoting a leadership culture that values human-centered engagement. Participants agreed that empowering supervisors with both the time and tools needed is essential to realizing the full potential of transcendent leadership.

6.1 Synthesis

Overall, the analysis shows that while transcendent leadership is generally perceived positively by teachers in Tulkarm, its practice is not without limitations. The study highlights the need for stronger institutional support and targeted interventions to ensure that transcendent leadership is implemented consistently and equitably across different educational contexts.

6.2 Discussion

The study's findings reaffirm the transformative potential of transcendent leadership in educational settings, particularly in environments facing contextual constraints such as those found in Palestine. Educational supervisors who engaged in open communication, provided psychological and professional support, and modeled



ethical behavior significantly improved teachers' motivation, innovation, and workplace satisfaction.

Critically, these findings align with prior studies (e.g., Ajmal et al., 2024; Crum, 2024), which emphasized the positive influence of altruistic and ethical leadership on employee engagement and trust. However, this study extends existing literature by demonstrating how these leadership practices manifest under resource constraints, bureaucratic workload, and organizational rigidity. For example, while earlier research highlighted the benefits of transcendent leadership in well-supported systems, the present findings show that even limited implementations—when anchored in human values—can foster meaningful improvements in teacher performance and institutional climate.

Notably, the data also revealed uneven application of transcendent leadership across schools, depending on the supervisor's individual style and available support. This variability reinforces the importance of systemic and policy-level reinforcement to standardize ethical leadership practices across districts.

6.3 Expanded Limitations

*While this study provides valuable insights, it is subject to several limitations beyond sample size. First, as a qualitative study conducted in a single educational directorate (Tulkarm), the transferability of findings may be limited to similar socio-cultural contexts. Second, the potential for **researcher bias**—given the researcher's familiarity with the educational field—may have influenced interview dynamics and data interpretation. To address this, reflexive practices such as peer review and member checking were employed, yet the subjective nature of qualitative research remains a known limitation. Lastly, the influence of broader structural factors—such as national education policy or political instability—was not deeply explored and could be considered in future research.*

7. Conclusion and Thematic Recommendations

7.1 Conclusion

This study confirms that transcendent leadership—anchored in humility, justice, empathy, and inspiration—has a significant positive impact on teacher motivation, job satisfaction, and performance. Educational supervisors who embody these values contribute to more cohesive and productive school environments. However, the successful implementation of transcendent leadership remains contingent on addressing administrative and structural challenges such as workload, limited training, and inconsistent institutional support.



7.2 Thematic Recommendations

To improve the effectiveness and sustainability of transcendent leadership practices, the following **grouped and actionable recommendations** are proposed:

A. Administrative and Structural Support

1. Reduce supervisors' administrative workload by appointing assistant supervisors or support staff.
2. Provide adequate material and technological resources to enable efficient leadership practices.
3. Create comfortable and collaborative work environments that facilitate open communication.

B. Capacity Building and Training

4. Offer specialized training on transcendent leadership principles, emotional intelligence, and ethical decision-making.
5. Develop workshops on conflict resolution and effective supervisor–teacher collaboration.
6. Integrate leadership training into ongoing professional development programs for educational supervisors.

7. C. Ethical Culture and Policy Integration

7. Incorporate ethical and spiritual leadership values (e.g., humility, justice) into institutional policies.
8. Launch structured awareness programs targeting supervisors, encouraging adoption of human-centered leadership practices.

D. Monitoring, Evaluation, and Knowledge Sharing

9. Implement systems to regularly assess teacher satisfaction and perceptions of leadership practices.
10. Develop practical leadership guides and toolkits for supervisors tailored to the Palestinian context.
11. Encourage supervisors to document and share successful leadership experiences as motivational case studies.
12. Facilitate regular dialogue platforms between teachers and supervisors to resolve conflicts and share expectations.

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Citation; Shadid, R. Makhamra, K. *Indicators of Transcendent Leadership Among Educational Supervisors in the Directorate of Education in Tulkarm from Teachers' Perspectives (A Qualitative Study)*. *Social Empowerment Journal*. 2025; 7(2): pp. 03-25. <https://doi.org/10.34118/sej.v7i2.4273>

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