The Role of Self-Leadership and Psychological Empowerment of the Faculty Members at Tafila Technical University

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Abstract

The research aims to understand the connection among the self-leadership approaches and the emotional empowerment of the staff members at Tafila Technical University. The quantitative method was applied to analyze collected data by a survey of two-hundred and ten faculty members appointed at Tafila Technical University through questionnaire was constructed for that. The findings showed that natural prize and valuable thought-pattern strategies showed the most significant relationship with psychological empowerment. In contrast, behavior-focused strategies did not correlate with psychological empowerment. Therefore, higher teaching organizations should support staff members in setting their own goals and building psychological empowerment to create job satisfaction.

Keywords: self-leadership strategies, psychological empowerment, faculty members, demographic variables

1. Introduction

Higher institutes are enhanced business organizations that continue to grow to reach maturity. Many factors influence teachers and students' performance like active technologies, increasing globalization, increased job needs, variety of student communities, and challenges in meeting their requirements, which produced differences in the higher institute system and quality of education (Kanu, 2011). Consequently, expectations and responsibilities of faculty have been changing, where faculty member is asked to subtilize the professional power to effect change, development and to model principles for the benefit of his or her students and the learning environment. Camblin and Steger (2000) emphasised that "Instructors have a critical obligation to be the significant innovators and activators of change in academe and stay current with new advances and maintain a sense of professionalism". Furthermore, staff members are trained to accept changes in their school teaching and governance activities. Faculty development is defined as the activities set to allow an individual instructor to improve their talents and skills in all facets of their school career as a teacher and professor (Brazeau & Woodward, 2012; Sorcinelli, 1994). In this context, the self-efficacy theory focuses on regulatory measures to review the performance of an individual (Bandura, 1997). Understanding self-leadership strategies (SLS) and their link to psychological empowerment (PE) significantly influence faculty members' performance in their profession. As a result, will excel in teaching be provided to the public.

1.1 Objectives of the Study

- Identifying faculty members' self-leadership techniques at Tafila Technical University.

- To determine the degree to which faculty members are psychologically empowered at Tafila Technical University.

- To study the link within faculty members' self-leadership methods and emotional empowerment characteristics in Tafila Technical University.

- To verify the role played by self-leadership in enhancing the psychological empowerment and well-being of faculty members of universities despite demographic variables.

1.2 Statement of the Problem

Currently, higher education institutions (HEIs) play a key role in helping employees cope with challenges that prevent them from developing. Contrary, employees may not have the ability to control institutional values within

the institutions, on the other hand, they can control their own behaviour that helps them reach their professional goals. Even that, faculty members still face challenges during their academic career that support them to know what they need for achieving a tenure-track position. Academic staff must learn to deal with difficulties because they represent a critical aspect of success in their early academic life (Sorcinelli, 1994). Prior research stated how faculty members face problems that they find challenging to adjust to in a new setting (Hara, 2009; Sorcinelli, 1994; Stolte, 2002; Vick & Furlong, 2010). Solving one's own problems is the most usual tactic that is used by faculty members to address problems, based on adopting route of independent thinking and decision-making (Hara, 2009).

Career advancement is the ability of faculty members to know their leadership skills. No specific standards exist that assess individual's overall performance that consider barrier for promotion decision making by leaders, so, limits teachers to explore their regular efficacy, leading to dissatisfaction (Skaalvik & Skaalvik, 2010). As a result, leadership has a significant influence on employees' increasing self-efficacy and their career advancement, eventual elevation, and educational institution growth (Sharma & Singh, 2017).

However, differences exist in individuals' individual's level of self-leadership and self-efficacy that explain why few faculty members attain their goals and on the other hand, take deliberate steps to advance their careers, whilst others do not (Norris, 2008). As a result, we must distinguish between the demands of faculty individuals who know how to go forward on their own or with the assistance of their institutions, as well as those who stay on the same path and are unable to advance in their academic positions.

According to studies, employees with good evaluations of their competence and unique workplace culture are better able to cope with the problems that change might bring (DiLiello & Houghton, 2006) improvements in work motivation, creative, and innovation (D'Intino et al., 2007; Neubert & Wu, 2007). The SL process entails using a variety of behavioral and mental methods, including behavior-focused, real compensation, and effective solutions (Manz & Neck, 2004; Neck & Houghton, 2006). Personality methods and work motivation are investigated in Tafila Technical University faculty members and analyze link between them with respect to specific demographic variables.

1.3 Research Questions

Question 1: What is the link among Tafila Technical University's academics' psychological empowerment and their self-leadership strategies?

Question 2: Is there a difference between personality and employee outcomes among staff divisions at Tafila Technical University in regards of demographic variables?

2. Literature Review

The term "Self-leadership' describes a comprehensive theory of self-influence; this can be further explained as a process by which a person is influenced and achieves self-motivation or self-direction needed to perform or behave in a desirable manner. Self-leadership is stated as set of skills by which individuals influence to strive for higher level of effectiveness (Taştan, 2013). Self-leadership strategies play a significant role in the success of organisations (Houghton, et, al., 2004), these strategies aim to enhance the self-efficacy beliefs that correspond to perceptions of competence. However, competence perception is considered and classified as one of the four main components of psychological empowerment (AL-Magableh & Otoum, 2014). Recently, psychological empowerment gained high attention in the education sector, especially among faculty members of universities, as it facilitates change and increases job commitment, well-being, and job satisfaction. Many studies determine the relation between self-leadership and psychological empowerment of faculty members to successfully perform a job (Amundsen & Martinsen, 2015). Indeed, self-leadership skills improve self-confidence and self-efficacy and affect their mental strengths, resulting in high job satisfaction and productivity (Houghton & Yoho, 2005).

2.1 Self-Leadership Strategies

Self-leadership methods are described as a process by which people inspire and lead themselves to behave in a desirable manner and complete their responsibilities (Neck and Manz, 2006 &Tetik, 2016). The associated ideas of self-influence, such as self-control, self-regulation, and self-management, have strong origins in the concept of self-leadership. According to Zhang and Bartol (2010), self-leadership entails a range of cognitive and behavioral techniques that influence individual performance outcomes. According to Houghton and Yoho (2005) and Neck and Manz (2010), self-leadership methods may be classified into three categories:

1) Behaviour-focused strategy: This approach is intended to enhance self-experience, as a result of which behaviours can be managed effectively for both necessary and unpleasant tasks. Various method will be used in Behaviour-focused strategies like self-goal setting, self-reward, self-punishment, self-observation, and

self-cueing that boost self-awareness (Neck & Houghton, 2006), and build enjoyable features into people's activities (Neck & Manz, 2010). Also, natural rewarding activities are supposed to develop feelings of competence, self-control, and purpose. In an open innovation workplace, self-observation and personality setting are essential needs for individuals to establish an identity and generate meaning in their employment (elision, 2013). Stewart, Courtright, and Manz (2011) figured that self-investigation and self-goal strategies improve recognize the self-behaviour of a body and enable adjustments in their behaviour to improve performance.

2) Natural reward strategies: This strategy creates situations in which activities motivating the individuals. These strategies concentrate on inherently enjoyable aspects of work. So, a person feels rewarded by the work and motivated by the task itself, which develop competence feelings, self-control, and purposes. Natural reward methods, as in Laschinger et al. (2009), combine two principal strategies: (a) including pleasurable and social backgrounds into an action to get value and perform it consistently pleasant; (b) combining delightful and pleasant characteristics into an activity to acquire value and do it innately satisfying. (b) Influencing people's views by emphasizing the rewarding features of the activity. As a result of this incentive system, emotions of competence and self-determination may grow, leading to improved activity performance (Houghton & Yoho, 2005; Manz & Sims, 1980). This enhanced activity performance might be in the form of new ideas.

3) Constructive thought pattern strategies: According to Manz and Neck (2004) and Wong and Laschinger (2013), this technique controls cognitive processes and includes three principal mechanisms: (a) belief system development and self-analysis, (b) mental imaging of a successful performance outcome, and (c) positive self-talk. Individuals can use these techniques to test their thinking patterns and, if necessary, change problematic ones. Individuals are encouraged to develop good habits of substituting negative, destructive self-talk with positive, constructive self-talk (Neck & Houghton, 2006). However, raised mental imagery of oneself can increase competence and self-determination in natural reward structure that makes individuals more confident to collaborate, build, manage relationships, understand and react to political manoeuvres. Thus, self-leadership suggests that staff can affect themselves by applying cognitive strategies.

2.2 Psychological Empowerment

Joo and Shim (2010) stated that psychological empowerment is derived from organizational theories like employee involvement and participative management. Amundsen and Martinsen (2015) stated that psychological empowerment is a multidimensional motivational idea that consists of 4 cognitive dimensions: purpose, competence, impact and self-determination. AL-Magableh and Otoum (2014) observed that meaning psychological empowerment refers to person's perception of congruence between individual's beliefs, work roles, behaviours and values. Self-determination includes person's beliefs in their work process that reflects extent of autonomy that is vital for a sense of empowerment, while the impact related to an individual's perceptions of making difference in influencing: operating, administrative and strategic outcomes at work. It is a process through which people feel energized about their jobs, which leads to empowerment, whereas competence refers to a person's ability to do a job well (Kim & Lee, 2013).

2.3 Relationship Between Self-Leadership and Psychological Empowerment

Self-leadership differs from work motivation in terms of ideas. According to Houghton and Yoho (2005), self-leadership is a procedure of applying cognitive methods. On the other hand, work engagement is a cognitive state that is achieved via the use of flexible cognitive assembly. Joo and Shim (2010) stated that organisational culture embraces leadership, learning process, and other supportive systematic factors effect psychological empowerment. In addition, Laschinger et al. (2009) stated that self-leadership strategies boost self-efficacy. It is worth mentioning that it is necessary to focus on a concept of self-efficacy developed by self-leadership qualities to realise the concept of psychological empowerment among the faculties of universities.

Enhancing work engagement has a notable influence on the personality, motives, and self-initiation of decisions of university faculty members, according to Neck and Manz (2010). According to Stewart et al. (2011), a university's or organization's success is determined by the effectiveness of its professors or workers, which necessitates the development of self-leadership characteristics and increased psychological empowerment. According to Taştan (2013), developing self-leadership methods among university faculty members is critical in order to cultivate a consistently positive way of thinking and doing their jobs while increasing their motivation.

2.4 Impact of Self-Leadership on Enhancing the Psychological Empowerment and Well-Being of University Faculty Members Despite Demographic Variables

Psychological empowerment is important term in education field that facilitates change and increases individuals' job commitment or satisfaction. Tetik (2016) added that psychological empowerment promotes psychological well-being, and it's influenced by person's self-leadership qualities. Leaders play an essential role in the process of psychological empowerment of employees. According to Wong and Laschinger (2013), job satisfaction influences personal performance, mood, and emotional effects such as well-being. Personality improves a person's motivating skills and impacts mental strength at the same time. Hence, self-leadership, psychological empowerment and well-being are correlated.

Zhang and Bartol (2010) said that emotional substantially contributes to psychological well-being despite demographic variables. Meaning and self-determination influence individuals' well-being, two elements of psychological empowerment, regardless of their sexuality, age, or religious connections. Individuals with strong self-efficacy and self-awareness may readily deal with stressful conditions at work (AL-Magableh & Otoum, 2014). Furthermore, supervisory assistance impacts the development of self-leadership traits in individuals, including increased efficiency, affective empowerment, and an exceptional level of confident attitude or emotion about their job. According to Amundsen and Martinsen (2015), self-leadership and psychological empowerment are closely linked to the empowered workers' 'be-and-do' feature. Supporting psychological empowerment and self-leadership may genuinely empower a faculty (Houghton & Yoho, 2005). In the context of demographic characteristics of faculty members in the university's varied cultural environment, this study examines self-leadership and its influence on psychological empowerment.

3. Materials and methods

The quantitative technique was employed in this investigation. Data were gathered using a survey questionnaire explicitly created for this study. The researcher used various statistical methods, including correlation, analysis of variance (ANOVA), and T-test, embedded in SPSS software. The research sample comprised of 210 faculty members chosen randomly from Tafila Technical University. To prevent making mistakes when conducting a study, the researchers followed ethical research standards and clarified that the data obtained would only be utilized for academic purposes. And collected data was handled as confidential data, per the guidelines of Zikmund et al. (2013). The reliability of the statistical tools and the scale's validity were checked through a pilot sample of 20 faculty members. The findings revealed that the scale had a high dependability coefficient value, which varied from 0.5 to 1.0. (0.80 to 0.92) – as shown in Table 1.

Table 1. Cronbach's alpha coefficient of questionnaire dimension

Variables	Dimension	Cronbach alpha
Self-leadership Strategies	Behaviour-focused strategies	.89
	Natural reward strategies	.92
	Constructive thought pattern strategies	.91
Psychological Empowerment Dimensions	Meaning	.83
	Competence	.80
	Determination	.82
	Impact	.85

The updated personality questionnaire by Houghton and Neck (2002) was adjusted to match the setting of the current study to measure self-leadership techniques. The 28 elements are grouped into three primary strategies: behavior-focused (self-goal creation such as self-reward, self-punishment, self-observation, and self-caring), environmental reward, and productive thinking pattern (appendix 1). The researcher utilized Spreitzer's (1995) multidimensional measure of psychological empowerment to assess psychological charge, which verified the reliability of the 4-dimensional measure of denotation, ability, self-determination, and effect. There are twelve things on the scale (see appendix1). To find out how much people agree with survey questions using a 5-point Likert scale. The ultimate estimate level for a traditional standard was calculated using the following categorization: mean averages of (3.34-5.00), (2.67-3.33), and (1.00-2.66) correspond to high, moderate, and low levels of estimation, accordingly.

4. Results and Discussion

Data analysis is the first step, which argued in term of each study question separately.

Research Question 1. What is the link between Tafila Technical University faculty' self-leadership techniques and work motivation?

H_0: There is a significant link between self-leadership strategies and psychological empowerment among Tafila Technical University faculty members at significance level ($\alpha \leq 0.05$).

H_A: There is no significant link at significance level ($\alpha \leq 0.05$) between self-leadership strategies and psychological empowerment at Tafila Technical University faculty members.

The result of Pearson's relationship coefficient showed important positive association among general psychological empowerment, natural reward, constructive thought, and general self-leadership strategies. According to the study's findings, natural reward techniques and constructive thinking pattern tactics had the strongest association with relationship quality, mainly because of their association with impact and self-determination. In contrast, behaviour-focused strategies did not correlate with psychological empowerment.

Table 2. Pearson correlation coefficient matrix showing the relationship between self-leadership strategies and the psychological empowerment

Self-leadership strategies	Psychological empowerment				
	Meaning	Competence	Determination	Impact	All
Behaviour-focused strategies	.112	.057	.066	.221[*]	.140
Natural reward strategies	.161[*]	.139	.280[*]	.361[*]	.291[*]
Constructive thought pattern strategies	.128	.141	.251[*]	.240[*]	.235[*]
ALL	.141	.112	.225[*]	.311[*]	.301[*]

*Correlation is significant.

The results are consistent with results of Joo and Shim (2010), Neck and Manz (2010), and Laschinger et al. (2009). This finding implies that self-leadership among faculty members are influence psychological empowerment, specifically, enhancement of perceptions of impact and self-determination. Self-leadership techniques include behavioral-focused strategies, natural reward, and constructive thought patterns, among others (Manz & Neck, 2004; Manz & Sims, 2001). In the lack of influence on behavior strategy on psychological empowerment, faculty members would engage in ineffective behavior management, resulting in unproductive consequences. Literature has shown that person with meaningfulness and perceptions of competence along with impact collectively make person psychologically empowered (Spreitzer, 1995). In existing results meaning and competence not seem to effect self-leadership strategies of members (Thomas & Velthouse, 1990). The findings revealed that faculties does not have a sense of meaning and competence in relation to their role in university but have sense of perceived self-determination and impact that makes them psychologically empowered. This means organisation should make them psychologically empowered by ensuring they understand their job role and importance and how confident they feel about themselves. For in-depth understanding, further correlation analysis was performed to test the link of each elements listed under self-leadership strategy with same psychological empowerment used above (see Table 3). It was observed that except (self-reward, self-punishment, self-cueing, behaviour-focused and self-talk) strategies showed significant linkage with psychological empowerment.

Table 3. The relationship between self-leadership strategies, between each strategy and psychological empowerment and between each dimension

Self-leadership strategies	Psychological empowerment				
	Meaning	Competence	Determination	Impact	All
Self-goal setting	.243[*]	.227[*]	0.100	.166[*]	.231[*]
Self-reward	0.042	0.220	0.073	.181[*]	0.093
Self-punishment	0.070	0.025	0.087	0.099	0
Self-observation	.263[*]	.173[*]	.221[*]	.252[*]	.291[*]
Self-cueing	0.066	0.021	0.033	0.071	0.062
Behaviour-focused strategies	0.112	0.570	0.620	.221[*]	0.140
Natural-reward	.161[*]	0.139	.280[*]	.361[*]	.291[*]
ALL	0.141	0.112	.225[*]	.311[*]	.301[*]
Visualizing-successful	0.069	0.099	.210[*]	.241[*]	.180[*]
Self-talk	0.049	0.080	.161[*]	.171[*]	0.141
Evaluating-beliefs	0.113	0.071	.211[*]	.157[*]	.173[*]
Constructive thought pattern strategies	0.128	0.141	.251[*]	.240[*]	.235[*]

These results clearly showed that Tafila Technical University faculty members obtain most positive change in their work performance when there are positive changes in natural rewards, self-goal setting self-observation, visualizing-successful, evaluating-beliefs and constructive by pattern strategies. The study result showed that Taflia University faculty misses behaviour-focused strategies dimensions: self-reward along with Self-punishment and self-cueing that is being aware of one's own behaviour. This ultimately means that they were not given any such training or opportunities to rise their behaviour-focused strategies, verifying reason of not-affect psychological empowerment they might be having. Having behaviour-focused strategies is significant it effects on high awareness level; increased level of awareness regarding one's own behaviour brings behavioural change, Individuals may more effectively define their objectives and enhance their performance in the workplace due to this (Manz & Neck, 2004; Manz & Sims, 1980).

Low scoring on focused behavioural strategies and on the components of meaning and competence under psychological empowerment demonstrates that faculty members do not appear to be aware of their abilities, which affect their productivity. Lack of training, presentations and research is another-contributing factor in having low scores on these dimensions. For a proper psychologically empowered organisation with empowered faculty members, the section organisation should foster these skills in their faculty, ultimately affecting their organisation.

The findings further showed that the organisation should foster behaviour-focused strategies through trainings that the faculty could become more self-aware regarding members' behaviour. Self -aware is the only way, which could efficiently benefit changing employees' behaviour. The organisation should also enhance their intrapersonal skills and increase their understanding toward faculty members' job roles in the university. Satisfying the aforementioned, the faculty will feel more competent, valued, and confident in what they are doing in the university. The faculty will likely get internal incentives and will grow a sense of belongingness and togetherness towards their university when they feel more psychologically empowered. The enhanced self-confidence and efficiency will begin to job comfort and great fertility (Houghton & Yoho, 2005). Psychological empowerment will provide faculty members with sense of commitment towards the organisation; they would not only be responsible for their role in organisation but also for overall productivity and responsibility of their students studying in university.

Research Question 2: Is there any relationship between self-leadership strategies and psychological empowerment of Tafila Technical University faculty staff in light of certain demographic variables?

H_0: There is no significant difference at the level of significance ($\alpha \leq 0.05$) between self-leadership strategies and components of psychological empowerment at Tafila Technical University referred to the demographic variables (Sex, academic rank, and academic experiences).

H_A: There is a significant difference at the level of significance ($\alpha \leq 0.05$) between the self-leadership strategies and psychological empowerment among of faculty members at Tafila Technical University in the light of some certain demographics variables.

First, ANOVA test conducted to assess respondents' perspective regarding self-leadership strategies with study variables (academic rank, and academic experience) and T-test for (sex) variable to determine whether they show any significant differences. In table (4), ANOVA test performed and observed F showed significant difference among means of self-leadership strategies in terms of sex, academic rank, and academic experience at ($\alpha \leq 0.05$) indicating that groups have different perspective. So, alternate hypothesis (H_A) is accepted.

Table 4. One-way ANOVA for respondents' perspective regarding self-leadership strategies in terms of demographic variables

Variable	Source	Sum of squares	DF	Mean Squares	F	Sig
Sex	Between groups	1.251	1	1.251	6.711	.014[*]
	Within groups	30.123	208	0.330		
Academic Rank	Between groups	6.117	4	1.403	6.928	.000[*]
	Within groups	31.784	205	0.193		
Academic Experience	Between groups	2.651	2	1.549	7.212	.002[*]
	Within groups	31.206	207	.199		

The T-test show significant difference among means of self-leadership strategies in terms of sex at ($\alpha \leq 0.05$). Null hypothesis (H_0) is accepted, and alternate hypothesis (H_A) is rejected (see table 5).

Table 5. Results of (T-test) to determine differences in the sex variable

Variable	Number	Mean	SD	T	Sig
Male	73	3.51	.63	3.118	.014*
Female	97	3.72	.66		

The findings revealed that male faculty members have higher mean as compared to females on self-leadership strategies with one-star significance. However, the data derived from the previous studies suggest that self-leadership methods are not significantly different according to gender, which is contradictory to the current findings (Kazan, 1999). The findings revealed that behavioural-focused, natural reward and constructive by all strategies, which collectively make self-leadership strategies seemed to be exist more in male than female faculties. The researcher explains that Taflia is a Jordan University that is a male dominant society; men are more confident and competent in doing their jobs so they earn more self-leadership strategies. Another reason might be due to the preference given by the university's authority to male faculties in taking decisions and participating more in administrative works; thus, they scored high in self-leadership strategies.

The Scheffe test was applied to know the source of difference among academic ranks and work experiences. The results revealed that respondents with the academic rank of Professor, "Prof" have a distinct perspective compared to the rest academic ranks perspectives (Table 6). The same can be said for respondents with an academic experience of more than 10 years (Table 7).

Table 6. Self-Leadership: Results of (Scheffe) to determine differences in the academic rank variable

Mean	Variables		Mean Difference	Std. Error	Sig
3.52	Prof	Associ_prof	.571*	.162	.007
		Assis_prof	.542*	.112	.000
		Lecturer	.301*	.192	.040
		Structure	.470*	.139	.019
3.60	Associ_prof	Prof	.571*	.162	.007
		Assis_prof	.021	.152	1.000
		Lecturer	.199	.151	.671
		Structure	.180	.177	.831
3.71	Assis_prof	Prof	.542*	.112	.000
		Associ_prof	.021	.152	1.000
		Lecturer	.198	.099	.201
		Structure	.069	.095	.799
3.52	Lecturer	Prof	.301*	.192	.040
		Associ_prof	.199	.151	.671
		Assis_prof	.198	.099	.201
		Structure	.177	.191	.701
3.64	Structure	Prof	.180	.177	.831
		Associ_prof	.180	.177	.831
		Assis_prof	.069	.095	.799
		Lecturer	.177	.191	.701

Table 7. Self-Leadership: Results of (Scheffe) to determine differences in the academic experience variable

Mean	Variables		Mean Difference	Std. Error	Sig
3.61	Less 5	5-10	.029	.082	.922
		More than 10	.303*	.089	.003
3.59	5-10	Less 5	.029	.082	.922
		More than 10	.316*	.087	.013
3.21	More than 10	Less 5	.303*	.089	.003
		5-10	.316*	.087	.013

Therefore, self-leadership skills of professor are bit more than that of lecture and instructor. Also, it seems that rise

in work experience is related with increase in self-leadership strategies. These findings are in line with those of Sesen et al. (2017). As a result, the quality of self-leadership methods improves with greater academic rank and job experience. The majority of faculty members have effective self-leadership methods, according to the findings. When you get more job experience, you'll be able to apply this talent more effectively and have a more significant impact on change. To make changes and accomplish goals, thorough focused planning is required, as well as faculty members' faith in the educational system.

Surprisingly, the findings also showed that professors who with having more than 10 years' experience showed a difference in their self-leadership strategies. Research was conducted, which showed that self-leadership was present more in a faculty that had more experience (Bayansalduz et al., 2014). This is another contradictory finding that might be due to the factor of privileges. Newly employed teachers might be more confident in working with more competence in research and innovation, which might make them have more scoring in self-leadership strategies, and the old teachers might be under the influence of these young teachers who might guide them to use the latest technology or in any other novel tasks.

The ANOVA test was applied to assess respondents' perspective of psychological empowerment due to study variables (sex, academic rank, and academic experience). It was observed that academic experience is only variable that showed significant differences in perspective among all three groups, (Table 8). Null hypothesis (H_0) is rejected, and alternate hypothesis (H_A) is accepted.

Table 8. Psychological empowerment: One Way ANOVA for respondent's perspective of Psychological Empowerment of variables (sex, academic rank, and academic experience)

Variable	Source	Sum of squares	DF	Mean Squares	F	Sig
Sex	Between groups	1.011	1	1.011	3.001	0.092
	Within groups	59.032	208	0.401		
Academic Rank	Between groups	2.910	4	0.815	3.019	0.077
	Within groups	52.002	205	0.301		
Academic Experience	Between groups	2.961	2	1.923	5.217	.017[*]
	Within groups	55.617	207	0.217		

This time Scheffe test was applied only to academic experience, which showed the same results as self-leadership (Table 7). All the respondents with academic experience of more than 10 years showed a significantly unique and different perspective compared to the other groups.

Table 9. Psychological empowerment: Results of (Scheffe) to determine differences in the academic experience variable

Mean	Variables		Mean Difference	Std. Error	Sig
4.01	Less 5	5-10	.0336	.161	.761
		More than 10	.352*	.187	.023
3.58	5-10	Less 5	.0336	.161	.761
		More than 10	.227*	.130	.037
3.67	More than 10	Less 5	.352*	.187	.023
		5-10	.227*	.130	.037

Academic experience was found to have a strong association with psychological empowerment in faculty members. Other Jordanian academic studies have found that psychological empowerment is linked to increased job experience and responsibilities, increasing as educational experience grow (Jomah, 2017).

5. Conclusion

All faculty members must be psychologically empowered via self-leadership to experience positive transformation and improve work performance and happiness. According to the findings, natural reward techniques and constructive thinking patterns are among the most significant tactics for increasing psychological empowerment, which can assist university faculty members in achieving optimum performance. Faculty members should be encouraged to create their own goals after self-evaluation, and new incentive schemes should be introduced as a reward.

The findings highlight the need for training to adapt and enhance self-leadership abilities and, as a result, increase performance.

It is necessary to encourage self-leadership and increase psychological empowerment. It is critical to establish self-leadership methods among university staff divisions to foster a habitually upbeat thinking style and doing tasks while increasing psychological empowerment. These changes may result in significant increases in all faculty members' work performance, which will help the organization by allowing it to achieve more productive and practical outcomes in the future.

The institution will gain from improved self-leadership methods and psychological empowerment among staff divisions to retain existing workers. This will increase job happiness, enhance long-term performance, and attract fresh people who can introduce innovative and practical approaches to accomplish the most excellent results.

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