

THE ANALYSIS OF SELF LEADERSHIP STRATEGIES AND ITS RELATIONSHIP WITH PSYCHOLOGICAL EMPOWERMENT FACULTY MEMBERS AT EMERGING SAUDI UNIVERSITY

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Abstract

The present study aimed at understanding the relationship between self-leadership strategies and psychological empowerment of faculty members at Najran university. The sample of the study consists of around 340 faculty members who were randomly selected from among the faculty members concerned at one emerging university in Saudi Arabia for the academic year 2017/2018. Quantitative correlation and hierarchical regression methods were used to analyze the collected data. A survey questionnaire consisting of self-leadership strategies and psychosocial empowerment was created for the purpose of the study. The results revealed that natural reward strategies and constructive thought patterns, strategies showed a clear correlation with psychological empowerment among faculty members at Saudi Najran university. In contrast, behavior-focused strategies have shown no correlation with psychological empowerment among university faculty members. This article advises enhancing self-leadership and psychological empowerment among faculty members at Saudi emerging universities through training in leadership strategies in order to enhance overall faculty performance and encourage commitment to their university. Higher education institutions should encourage faculty members to set their own goals and focus on improving self-leadership strategies that enhance the psychological empowerment of faculty members, further aiding them to increase their effectiveness and productivity through their subsequent careers.

Keywords: *Self-Leadership, Strategies, Psychological Empowerment*

INTRODUCTION

Higher education is a developing industry that continues to strive toward maturity. In recent years, many factors have influenced the performance of faculty members in higher education institutions. Such factors include rapid technologies, expanding globalization, new job demands, diversity of student populations, and difficulties in meeting their needs, which induces changes in curriculum, teaching methods, and quality of education (Kamel, 2016). It has become indispensable for faculty members to assume greater responsibility for their tasks in teaching, research, and community service as active participants in organizational development (Houghton & Yoho, 2005). Consequently, the expectations and responsibilities of faculty have also changed. Camblin and Steger (2000) emphasize that faculty members are responsible for being the primary innovators and initiators of change in academe' to keep abreast of new developments and maintain a high level of professionalism.

Therefore, faculty members must learn how to face these challenges of changes in their academia requirements in order to success in their academic lives (Sorcinelli, 1994). Training in leadership strategies allows faculty members to develop a high level of skills and capabilities in all aspects of their academic lives as both teachers and scholars (Brazeau &

Woodward, 2012; Sorcinelli, 1994). DiLiello and Houghton (2006) suggest that self-leadership strategies (SLS) training helps faculty cope with the challenges that they may face in professional development and to have positive perceptions of their competence and immediate work environment, leading to improve psychological empowerment, creativity, and entrepreneurship (D'Intino et al., 2007). Self-leadership strategies involve utilization of behavior-focused strategies, natural-reward strategies, and constructive thought-pattern strategies (Manz & Neck, 2004; Neck & Houghton, 2006).

In a higher education setting, leadership plays a pivotal role in increasing the self-efficacy of faculty members. It also has an impact both upon their career progress and eventual promotion, and upon the further development of their educational institution (Rodriguez and Rodriguez, 2015; Sharma & Singh, 2017). However, there are differences among individuals in their level of self-leadership and psychological empowerment, which explains why some faculty members attain their professional goals of attaining a tenure-track position, researching and teaching, and getting published or otherwise contributing to the expanding body of research and take specific actions to improve their career development, while other do not (Norris, 2008). Thus, we must understand the different needs of faculty members who know how to move forward by themselves and universities and those who remain in same track and cannot progress in their academic positions.

Neck and Houghton (2006) note that many researchers expressed some theoretical relations between self-leadership and other organizational outcomes, such as job satisfaction, commitment, innovation/creativity, independence, psychological empowerment, trust, self-efficacy, positive effect and team potency appear to be potential outcomes of self-leadership. However, there is still a lack of empirical field studies of self-leadership and its impact on psychological empowerment among faculty members in higher education settings. To address these research gaps, this study explores self-leadership strategies and psychological empowerment among faculty members of Najran University and analyzes the link between them, while addressing specific demographic variables.

THEORETICAL BACKGROUND AND HYPOTHESIS

Self-leadership

The notion of self-leadership has deep roots in the related theories of self-influence, including self-control, self-regulation and self-management, and self-control theories and intrinsic motivation theory (Neck and Houghton, 2006; Stewart et al., 2011; Neck and Manz, 2013). A common definition of *self-leadership* describes it as a set of skills that influence an individual to perform and behave in a desirable manner to strive for a higher level of effectiveness (Tastan, 2013). Self-leadership consists of specific sets of cognitive and behavioral strategies that affect individual performance results (Houghton and Yoho, 2005). These strategies are defined as a process through which people lead and motivate themselves to behave in a desired way and perform their professional tasks (Neck and Manz, 2006; Tetik, 2016). Self-leadership strategies divided into three categories: behavior-focused strategy, natural reward strategies, and constructive thought pattern strategies, as noted by Houghton and Yoho (2005) and Neck and Manz (2010).

Behavior-focused strategies provide specific approaches toward changing or eliminating ineffective or unproductive behaviors and replacing the behavior with an effective one. This is accomplished through assisting individuals to increase their self-awareness in order to

facilitate behavioral management, especially while doing unpleasant tasks (Manz & Neck, 2004), and build enjoyable features into people's activities (Neck & and Manz, 2010). This strategy is designed to enhance self-awareness through various methods such as self-goal setting, self-reward, self-punishment, self-observation, and self-cueing (Neck & Houghton, 2006). *Self-observation* is the first step where the individual's awareness of understanding of how, when, and why they engage in specific behaviors. This type of self-awareness can more effectively set effective behavior-altering goals for themselves (Manz, 1986; Manz & Neck, 2004; Manz & Sims, 1980).

Moreover, Stewart et. al. (2011) added that self-observation and self-goal strategies help to identify the self-behavior of a person and enables changes in his/her one's behaviors to that improve performance. Thus, self-observation and self-goal setting provide direct requirements from individuals in an open innovation environment to build an identity and to create meaning in their work places (Neck & and Manz, 2010). Moreover, *self-reward* should link directly to the goal attainment through praising oneself for a job well done. These rewards may be simple or intangible, such as mentally congratulating oneself for an important accomplishment or treating oneself to a new outfit or a night at the movies. *Self-punishment*, or self-correcting feedback involves a constructive self-examination of failures and unproductive behaviors in order to reshape these behaviors in more positive directions. However, excessive self-punishment, including harsh and unrealistic self-criticisms, leading to feelings of guilt and inadequacy, is often counterproductive and should be avoided (Neck & Houghton, 2006; Manz & Sims, 2001). These methods are intended to develop feelings of competence and self-determination (Hughton & and Yyoho, 2005). Finally, *self-cueing* is used as a method to appreciate constructive behaviors and abolish destructive behaviors (Manz & Neck, 2004; Manz & Sims, 1980, 2001). External cueing encourages a person to keep motivation and devotion. Several forms of external cueing include lists, memos, screensavers and encouraging or inspiring posters. Hence, behavior-focused self-leadership strategies are act as a contributor for the successful outcomes through eliminating the negative behaviors, they contributor to unsuccessful outcomes.

Natural reward strategies concentrate on inherently enjoyable aspects of work that create situations in which activities motivate individuals. For example, an individual may decorate one's workplace with personal touches or listen to soft music while doing tasks. These actions may lead to increased feelings of competence, self-determination, and sense of purpose (Deci & Ryan, 1985). Consequently, *enhanced activity performance* (Houghton & Yoho, 2005; Manz & and Sims, 1980). Also called increased activity performance could manifest in the form of innovation. According to Laschinger et al. (2009), natural reward strategies include two main approaches: (a) incorporating enjoyable and pleasant features into an activity to obtain value and make it naturally rewarding, and (b) shaping individuals' perceptions by focusing on the activity's rewarding aspects. These two mechanisms help create feelings of intrinsic motivation, such as competence and self-determination, which enhance the performance tasks related behaviors (Deci & Ryan, 1985).

Constructive thought pattern strategies are managed by the cognitive process of reshaping certain key mental processes in order to facilitate more positive and optimistic thinking patterns and mental processes that can have a significant impact on individual performance (Neck & Houghton, 2006; Neck & Manz, 1992, 1996). They consist of three primary tools: (a) improvement and self-analysis of belief systems, (b) mental imagery of an efficient performance outcome, and (c) positive self-talk (Manz and Neck, 2004; Wong and Laschinger, 2013). Usually, dysfunctional beliefs result in habitually dysfunctional thought processes, which can lead to depression, unhappiness, and personal ineffectiveness (Burns, 1980; Ellis, 1977). Using constructive thought pattern strategies, individuals can verify their thought patterns and replace dysfunctional ones if needed in order to

engage in more rational and effective cognitive processes (Burns, 1980, Ellis, 1975). *Self-talk* indicates what individuals silently tell ourselves. Emotional states of the individuals reflect the positive or negative self-talk, which in turn affect cognition (Ellis, 1977; Neck & Manz, 1992). By understanding the impact of internal thought of self-talk, individuals are expected to create positive habitual methods of replacing negative, destructive self-talk with optimistic self-talk (Neck and Houghton, 2006). Finally, *mental imagery* is a successful cognitive creative view of a task before the task actually needs to be done that helps individuals to perform well when they turned to do the actual task (Manz & Neck, 2004).

Psychological Empowerment

The literature on psychosocial empowerment includes a focus on the degree of feeling and direction of employees toward empowerment that highlights one's efficiency and confidence in one's ability to influence work, and freedom to choose how to perform tasks (Spreitzer, 1995). *Psychological empowerment* is defined "as a process to enhance the sense of self-efficacy of workers by identifying the conditions that enhance the feeling of weakness and work to remove and overcome by formal regulatory practices and informal means that rely on providing information on self-efficacy (Thomas and Velthouse, 1990). Empowerment should begin with the individual who promotes meaningful behaviors and links them with the empowerment objectives and methodologies applied in the organization.

Psychological empowerment is a form of intrinsic motivation that consists of four cognitive dimensions (Spreitzer, 1995, 1996; Thomas & Velthouse, 1990). *Meaning*, or purpose, refers to the value of a task itself in relation to an individual's own standards which helps encourage intrinsic motivation between work role requirements and one's beliefs and values. The congruence between personal value and work role expectations contributes to the belief that work is an end in itself. *Competence* consists is the degree in which individual's beliefs in her/ his abilities to perform a specific task effectively. *Impact* is the degree in which individual's beliefs he or she can affect the strategic, administrative, or operating outcomes that are related to performance outcomes in order to be more motivated. Finally, *self-determination* is related to one's opportunity to make a decision based on one's perception of having control, choice, or autonomy over one's work behaviors and processes.

Together, these four cognitive dimensions comprise the basic essence of psychological empowerment in the workplace as a mechanism through which individuals become energized about work, and it drives empowerment, a sense of competence or self-efficacy, thus, giving workers the belief that they are able to perform task activities skillfully when they try (Kim & and Lee, 2013). However, the lack of any single dimension will deflate, though not completely eliminate, the overall degree of perceived empowerment (Spreitzer et al, 1997; Spreitzer, 2008). Generally, psychological empowerment is an active approach emerges to work that causes individuals to strive toward and feel capable of shaping. (Hungton & Yoho, 2005).

Self-leadership strategies and psychological empowerment

In the literature, the ideas of self-leadership and psychological empowerment have received a great deal of attention among researchers, specifically in educational settings, as they facilitate change and increase job commitment, well-being, and job satisfaction as well as overall performance outcomes of employees (Kim, 2005; Hugoton and Yoho, 2005, Wilson, 2011; Amundsen and Martinsen, 2015). Many studies have shown the importance of the role of leadership strategies and psychological empowerment as factors motivating individuals to influence themselves to perform a job successfully (Neck and Hungton, 2006; Zhang and

Bartol, 2010; Amundsen and Martinsen, 2015). Self-leadership strategies are the means by which an individual pursues self-influence and also generate determination to control their behavior (Manz and Sims, 1980). Self-leadership strategies are likely to facilitate empowerment by enhancing perceptions of meaningfulness, impact, self-determination, and competence (Lee and Koh, 2001).

Theoretically, self-leadership is different from psychological empowerment. As stated by Houghton and Yoho (2005) that self-leadership is a process of using cognitive and behavioral strategies designed positively to influence personal effectiveness. Whereas psychological empowerment is a cognitive status that is created based on a malleable cognitive assemblage (Conger and Kanungo, 1988 and Spreitzer, 1995), By promoting and using awareness in meaning, self-determination, impact, and competence (Thomas and Velthouse, 1990 & Lee and Koh, 2001). Therefore, self-leadership may be considered a reliably effective mechanism in facilitating the psychological empowerment of individuals (Manz, 1992; Hungton and Yoho, 2005).

A study done by Manz (1992), indicated that the performance of an individual at workplace is affected by leadership skills. It is used to motivate and encourage employees to perform effectively in all kind of situations. Moreover, psychological empowerment consists of several self-strategies that are in control of a person himself. There is a direct relationship between self-leadership and self-efficacy. In an empowerment process, everything is linked and connected to one another. Self-leadership give rise to successful leaders who utilize strategies to focus on the idea of self-efficacy (Prussia et al., 1992; Laschinger et al., 2009). Further, Neck and Manz (1996) evaluated a group of employees were being trained and taught of the self-leadership strategies. The results had high level of self-efficacy in trained employees as compared to untrained employees. An employee having a positive environment would be able to give better output. An employee having self-leadership skills would have more confidence and chances to perform better with strategies and goals (Manz, 1992; Manz & Neck, 2004; Roberts & Foti, 1998).

According to Stewart et al. (2011), the success of any organization depends on the efficiency of its employees, it is necessary to promote self-leadership qualities and improve their level of psychological empowerment. Doing so will have a noticeable impact on the self-efficacy, motivations, and self-initiation of employees' overall performance. Neck and Manz (2010) commented that psychological empowerment impacts individual behavior, attitude, and psychological outcomes, such as well-being. At the same time, self-leadership increases a person's motivational skills and influences his or her mental strength. Hence, there is a correlation among self-leadership, psychological empowerment, and well-being. Moreover, Taştan (2013) commented that it is important to develop self-leadership strategies among the faculty members of a university to ensure that they can create a habitually positive manner of thinking as they perform their tasks, concomitantly enhancing their psychological empowerment.

To sum up, there is a positive relationship between self-leadership and psychological empowerment. Indeed, an individual who utilizing psychological empowerment is more likely to engage in self-leading behaviors than an individual who is not utilizing psychological empowerment. However, self-leadership strategies have specified that its various strategies should lead to several cognitive states of psychological empowerment (Lee & Koh, 2001). Rajaeepoor, et al. (2012) analysis of self-leadership strategies and its relationship with psychological empowerment faculty members at University of Isfahan Medical Science. Results showed that there is a significant and positive relation between the Self-leadership behavioral- focused strategies, natural reward

strategies, constructive thought strategies and psychological empowerment and among self-leadership strategies, behavioural- focused strategies have significant proportion in anticipating psychological empowerment. Previous studies have provided some evidence in support of this relationship. Manz and Neck (2004) found that natural reward strategies are specifically intended to foster feelings of competence, self-control, and impact. Similarly, behavior-focused strategies such as self-observation, self-goal setting, and self-reward can create feelings of self-determination and competence. Subsequently, Prussia and his colleagues indicated a direct significant relationship between self-leadership behaviors and self-efficacy perceptions, with self-efficacy fully mediating the relationship between self-leadership and performance (Prussia et al., 1998). Moreover, Zhang and Bartol (2010) commented that psychological empowerment makes a substantial contribution to psychological well-being, regardless of gender, age, or religious affiliation. Individuals can easily address stressful situations in the workplace if they have high self-efficacy and self-awareness. In addition, *supervisory* support influences the development of an individual's self-leadership qualities, helps them gain efficiency, enhances their psychological empowerment, and demonstrates a high level of positive attitude or feeling towards their work (Al-Magableh and Otoum, 2014). Amundsen and Martinsen (2015) added that self-leadership and psychological empowerment are strongly correlated and presented the 'be-and-do' characteristic of the empowered employees. Faculty members can be truly empowered if their universities support their psychological empowerment and self-leadership (Houghton and Yoho, 2005). Another study done by Jomah (2017) indicated that psychological empowerment is related to more experience and respective responsibilities in the workplace, which increase as the academic experiences of faculty members increase.

Research hypotheses

Hypothesis 1: There is a significant relationship between self-leadership strategies (H1a: behavior-focused, H1b: natural-reward, and H1c: constructive thought pattern) and psychological empowerment among faculty members at one emerging Saudi University.

Hypothesis 2: There is a significant difference between self-leadership strategies and psychological empowerment among faculty members at one emerging Saudi University in terms of demographic variables (H2a: gender, H2b: academic rank and H2c: years of experiences).

METHODOLOGY

Procedure and Participants

This study employed a descriptive correlative method to investigate the relationship between self-leadership strategies and psychological empowerment among faculty members of Saudi Universities. Data were collected through a survey questionnaire, which was constructed for the purposes of this research. The researcher used various statistical methods, including descriptive, correlation, and hierarchical regression analyses; data were analyzed using Statistical Package for the Social Sciences SPSS (Version 17.0) After obtaining consent from the ethical research committee of [NU/SHED/15/238], the present data collection took place in Najran university. Participants in this study answered the questionnaire in a voluntary manner. The researcher followed ethical research practices to avoid any errors in conducting the study, stressed that the collected data were used for academic purposes only.

The study population consisted of all faculty members at one emerging Saudi University in the 2017–2018 academic year. The research sample included 340 faculty

members who were chosen randomly from the study population. One hundred eight participants (31.8 %) were males and 238 (68.2 %) were females. One hundred forty-six participants (42.9 %) had worked at the time of the study for fewer than five years, 118 participants (34.7 %) worked for between five and 10 years, and 76 participants (22.4 %) worked for more than 10 years. The academic ranks of the participants are defined as follows: 48 (14.1 %) were professors, 26 (7.6 %) were associate professors, 98 (28.8 %) were assistant professors, 130 (38.2 %) were lecturers, and 38 (11.2 %) were instructors.

Data Collection Tools

In order to define the level of individuals displaying self-leadership strategies, a revised self-leadership Strategies questionnaire (SLSQ) by Houghton and Neck (2002) was modified to fit the context of the present study. The modified instrument, which we call the Self-leadership Scale (SLS), contains 28 items that are divided into three main strategies and nine-subdimensions: (1) behavior-focused strategies (self-goal, self-reward, self-punishment, self-observation, and self-cueing), (2) natural reward, and (3) constructive thought pattern Strategies includes (self-talk, visualizing-successful, and evaluating-beliefs strategies).

To assess the psychological empowerment, the researcher used the multidimensional scale of psychological empowerment developed by Spreitzer (1995) and confirmed the validity of the four-dimensional scale of meaning, competence, self-determination, and impact. The scale contains (12) sentences.

To determine the degree of the respondents' agreement with the survey items, a five-point Likert scale was used. However, the final estimation level for a mean average was determined according to the following: mean averages between 3.34 and 5.00 indicated a *high* level of agreement, those between 2.67 and 3.33 indicated a *moderate* level of agreement, and those between 1.00 and 2.66 indicated a *low* level of agreement.

To ensure the reliability of the instrument, internal consistency was calculated in a pilot sample consisting of (20) faculty members, using Cronbach's Alpha to determine the reliability degree of the instrument. The results showed that the scale of reliability coefficient value range from 0.91 to 0.93 for SLS and 0.82 to 0.88 for PE. This indicates that the instrument with its domains is valid for the study objectives.

Control variables. In order to control for the impacts on the relation between research variables, we used gender, academic rank, and work experience as control variables. In the first steps of the regression analyses, control variables were entered to the analysis first. Then, the impacts of independent variables on dependents were explored.

FINDINGS

Pearson correlations were calculated in order to find the relationships between psychological empowerment as an independent variable and the dimensions of self-leadership as dependent variables. The findings for the correlations are presented in Table 1. [Please insert Table 1 about here]

Analysis of the results indicated that there is a significant and positive relationship between psychological empowerment and the use of self-leadership strategies ($r = 0.439$; $p < .01$), mainly with the use of natural-reward strategies ($r = 0.389^*$; $p < .01$) and constructive

thought patterns ($r = 0.298^*$; $p < .01$). On the other hand, it is determined that there is no significant relationship between psychological empowerment and behavioral-focused strategies ($r = 0.233$; $p > .01$). In addition, the correlations between all three dimensions are high and significant: behavior-focused strategies ($r = 0.797$; $p < .001$), natural-reward strategies ($r = .787$; $p < .001$), and constructive thought patterns strategies ($r = 0.767$; $p < .001$). Therefore, the empirical data suggests these constructs of the model are both theoretically and empirically distinct.

Concerning the hierarchical regression, an analysis used to assess whether there was a significant relationship between the self-leadership strategies dimension and psychological empowerment after controlling for the effects of the demographical variables for gender, academic rank, and work experiences.

The findings of the hierarchical regression analysis showed that the two demographical variables have significant effect on explaining the variance of self-leadership strategies (Step 1) with academic rank of ($\beta = -0.359$, $p < .001$) and work experience of ($\beta = 0.262$, $p < .01$). When the effects of the self-leadership dimensions on the demographical variables and psychological empowerment among faculty members of Najran University are reviewed (Step 2), psychological empowerment did significantly contribute to general self-leadership strategies ($\beta = 0.258$, $p < .01$) while R^2 significantly increased from 39.7% to 42.4 % of the variance in general self-leadership ($F = 7.735$, $p < .001$). Thus, model 2 provides a better explanation of the individual differences that influence general self-leadership.

For specific details about the correlations among the variables, the findings found that natural-reward strategies ($\beta = 0.307$; $p < .001$) significantly explain 44,1 % of the variance in psychological empowerment ($F = 8.033$, $p < .001$), and constructive-thought patterns strategies ($\beta = 0.241$; $p < .05$) significantly explain 33,3% of the variance in psychological empowerment ($F = 4.211$; $p < .001$). Hence, Hypotheses H2b and H2c are accepted. However, a relationship was not found between behavior-focused strategies and general self-leadership ($r = 0.043$). Hence, Hypothesis H2a is rejected. Moreover, the results revealed that gender did not significantly contribute to the general self-leadership strategies ($\beta = -.046$), the natural reward self-leadership strategy ($\beta = -.087$), or the constructive thought self-leadership strategies ($\beta = -.012$). Overall, Hypothesis 2 was only partially supported. Analysis of the results related to H2 indicated that in predicting psychological empowerment in a university, natural reward strategies and constructive thought patterns strategies have an effective role and can be indicated by a regression model.

DISCUSSION

The aim of this research was to an analysis of the relationship between self-leadership strategies and psychological empowerment among faculty members of Najran University. In this study, the bivariate correlation analysis reveals that all the variables are positively and significantly correlated, except for those of behavioral focused strategies. It can be argued that the obtained findings show a considerable similarity with the findings of the studies by Joo and Shim (2010), Neck and Manz (2010), and Laschinger et al. (2009), except for the significant and interesting difference on using the behavior-focused strategy. The literature has shown that behavioral-focused strategies, natural rewards, and constructive

thought patterns are all under the domain of self-leadership strategies (Manz and Neck, 2004; Manz and Sims, 1980). Natural reward strategy explains intrinsic motivation and how individuals motivate themselves by building enjoyable aspects into their activities (Neck and Houghton, 2006). Constrictive thought patterns strategies involve positive ways of thinking (Neck and Houghton, 2006). Together, these strategies help to enhance the psychological empowerment of individuals (Shipper and Manz, 1992; Prussia et al., 1992; Hungton and Yoho, 2005; Laschinger et al., 2009; Amundsen and Martinsen, 2015). Thus, faculty members with positive self-leadership strategies and psychological empowerment may encourage other faculty members to motivate themselves and use positive thinking to reframe experiences so they are better equipped to handle organizational challenges (Taştan, 2013).

Therefore, the absence of any impact from a behavioral strategy on psychological empowerment will lead to unsuccessful behavioral management among faculty members who demonstrate unproductive results in their jobs. The participants in this study may not have had awareness regarding the importance of these skills, which may have therefore affected their overall productivity. Further research is needed to explore the causes of this result. Having behavior-focused strategies is significant, as such strategies increase one's level of awareness regarding one's own behavior and lead to behavioral change, thereby enabling an individual to set his or her goals more efficiently and improving their performance in the organization (Manz and Neck, 2004; Manz and Sims, 1980). Behavior-focused strategies also improve individuals' understanding of their job roles and their professional self-confidence as well as provide internal incentives to develop a sense of belonging and togetherness toward their university (Houghton and Yoho, 2005). In sum, when employees effectively take on such strategies, they improve their self-confidence and efficacy in ways that will lead to job satisfaction and high productivity.

According to the obtained result from H2, the findings revealed that there were no differences between self-leadership strategies and psychological empowerment regarding gender. The findings align with previous studies (e.g., Kazan, 1999) suggesting that there is no significant difference in self-leadership strategies based on gender. However, the findings indicated that a relationship exists regarding academic rank and work experiences. The results show that most faculty members have good self-leadership strategies. When the work experience increases, the use of this skill and its impact upon change are also enhanced. Hence, to make changes and achieve goals, careful targeted planning is needed, along with the confidence of faculty members to improve the quality of the education system. These results are consistent with the results of Sesen, et. al. (2017). Finally, natural reward and constructive thought pattern strategies are significantly related to psychological empowerment. All these findings show that self-leadership behaviors affect psychological empowerment among faculty members in a positive direction.

Limitations of the study

The study's results are subject to several limitations. These include its limited sample size and cross-sectional nature, which raises the possibility of common method variance. Attempts to replicate the study in other emerging Universities, should address these limitations, consider additional relationships such as between self-leadership strategies and psychological empowerment, and incorporate with leadership styles of faculty members. Another limitation is the dependency on self-report data that lead to percept-percept inflation. But there are negative impacts of social attractiveness hat can ruin performance by raters. Thus, there is a benefit that individuals can get self-ratings of assessments. A final limitation relates to the generalizability of the study. The study site consisted of faculty members working for one of emerging Saudi university. Therefore, additional data is needed from other emerging universities and other developed universities, in order to confirm whether these findings, conclusions and implications of the study may be generalizable to other Saudi Universities. Even though, these limitations are common in most empirical studies, not expected to distort the significant findings of the study.

CONCLUSION

Self-leadership strategies enhanced the psychological empowerment of faculty members to experience positive change and to attain improved job performance and satisfaction. The results of this study indicate that natural reward strategies and constructive thought patterns are among the most important strategies that helped increased the psychological empowerment, among faculty members of Najran University. However, the results indicate that there is a lack of behavioral strategies, which demonstrates that faculty members of Najran University do not seem to have awareness regarding the importance of these skills, and their effects of overall performance and productivity. Therefore, educational institutions should encourage faculty members to set their own goals after self-assessment and should introduce new incentive plans as rewards. The results also shows the importance of universities adapting and enhancing self-leadership skills, thereby improving their performance by training their employees in self-leadership strategies. Hence, organizations need to invest efforts in developing self-leaders in order to improve the overall functioning of the organization. The literature suggests that people can be trained to adapt and enhance their self-leadership skills and thereby improve their work outcomes (Neck and Manz, 1996). These adjustments can lead to substantial improvements in the job performance of all faculty members to ensure that they can create a habitually positive manner of thinking and perform their tasks, while enhancing their psychological empowerment; this will in turn benefit the institution by enabling it to obtain more effective and efficient results in the future. To this end, all members demonstrate self-leadership in one way or another. If the desired outcome from expanding freedom and autonomy among employees is that such individuals engage in strategies of self-leadership, then these findings provide empirical support for this approach. Further, an employee gets affected by his employer's attitudes and behaviors, it also involves his leadership styles. Employee's performance and personality is dependent on the leadership qualities and styles of a supervisor. This impact and further outcomes can be studied in future works. Moreover, the difference in individual's personalities and nature also impact a workplace. It can be researched further.

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